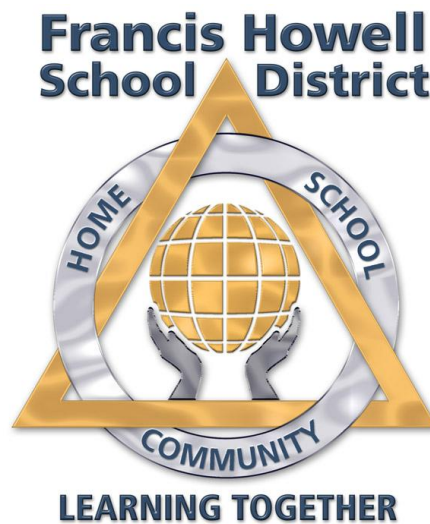


First Grade

English Language Arts Curriculum



Board Approved: June 21, 2018

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

The FHSD English Language Arts curriculum was created to guide teachers in the implementation of their reading, writing, speaking and listening, and language standards. The curriculum has a focus on reading, writing, language development, speaking and listening. The implementation of the curriculum will develop students critical thinking skills by helping them analyze texts, develop effective arguments, and write for a diverse audience.

Balanced literacy continues to be the district philosophy for teaching students in reading, writing, and word work. The English Language Arts curriculum will support learners in making and conveying meaning in their reading and writing while becoming more independent in their learning.

Course Description

Upon the completion of the English Language Arts curriculum, students exhibit increasing capacities of literacy. Students need little assistance in comprehending and evaluate complex texts across a range of types and disciplines and can construct effective arguments and convey information and stories. They can articulate their ideas, build on the ideas of others, and ask relevant questions for clarification. Students demonstrate command of standard English and use a wide range of vocabulary. As they become self-directed learners, students seek out and use resources, including teachers, peers, and print and digital reference materials.

Units of Study Curriculum Team

Curriculum Committee

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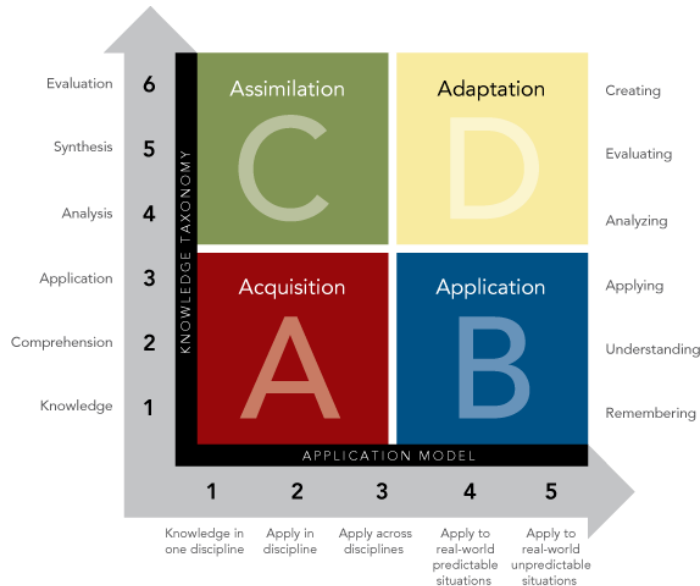
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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/standards/standards/for-students-2016>

Units & Standards Overview

Semester 1 **Semester 2**

First Quarter	Second Quarter	
Unit 1:	Unit 2:	Unit 3:
<p>Reading: Building Good Reading Habits This unit will prepare students to build good reading habits by teaching behaviors and strategies they will need to read independently and with a partner. They will learn to set goals and build stamina. The unit is organized into three bends, the first bend reminds readers to call on familiar habits at the beginning, at the middle, and at the end of a book. The second rallies readers to draw on all that they know in order to work hard to solve tricky words, and the third channels readers to draw on their growing repertoire of ways to read with partners.</p> <p>Writing: Small Moments: Writing with Focus, Detail, and Dialogue Writers are encouraged to write about small moments, with a focus on writing with details, including making characters move, talk, and showing what their characters feel. Children produce lots of small moment stories and move with independence through the writing process. The unit is organized into four bends, the first bend the children write stories about their lives and establish routines and structures so that writing can be done independently. The second bend is about giving your young writers the strategies to bring the many stories that they write to life. In the third bend the writers continue to learn ways to elaborate on their stories. The fourth bend children will learn a few final revision and editing strategies (by use of a checklist) to publish a self selected piece.</p>	<p>Reading: Word Detectives Use All They Know to Solve Words This unit will support first-grade students' word-solving skills and their knowledge of high-frequency words. In this rich but playful unit, students will learn to monitor their reading, develop their word-solving skills, become more adept at using letter-sound correspondence to tackle tricky words, increase their bank of high-frequency words, become more confident at using the words they know "in a snap" to solve unknown words, and develop their fluency skills.</p> <p>Writing: Writing How-to-Books (FHSD Created) This unit will frame students as experts, rallying them to teach their areas of expertise through writing. First students will learn the structure of a how to book. Then students will learn the importance of writing procedural texts with directions that readers can easily follow. Last, the children will aim to write clearer more elaborated texts.</p>	<p>Reading: Learning About the World: Reading Nonfiction This unit balances support for reading nonfiction reading with support for the reading processes. The unit begins with the students learning that nonfiction readers become super smart about many topics. Readers develop good reading habits for decoding unfamiliar words and understanding new vocabulary words. The students will focus on building fluency, studying craft, teaching students how to revisit texts to read in smoother voices and sound like experts, and to notice craft moves authors make and that they can also make and discuss. The unit will end with the students planning and sharing their own read alouds with others.</p> <p>Writing: Nonfiction Chapter Books This informational writing unit begins with instruction in how to write a basic type of information book - a picture book - and ends with students creating multiple information chapter books filled with elaboration, interesting text elements, and pictures. Students will learn to answer readers questions and use those questions to add and subtract information from their writing. The</p>

		unit ends with a celebration where students will share a favorite book they have written with an audience.																									
PE Assessment:		PE Assessment:																									
<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Standards Assessed: RL.1.10, RI.1.10 Mastery Levels:</p> <table><tr><th colspan="4">First Grade Reading Level Expectations</th></tr><tr><th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr><tr><td>1st Quarter</td><td>D-E</td><td>C</td><td>B or below</td></tr><tr><td>2nd Quarter</td><td>F-G</td><td>E</td><td>D or below</td></tr><tr><td>3rd Quarter</td><td>I</td><td>F-H</td><td>E or below</td></tr><tr><td>4th Quarter</td><td>J</td><td>H-I</td><td>G or below</td></tr></table> <p>Reading Benchmark: Teacher will use reading benchmark and protocol to assess students on priority standards in reading. Teacher Protocol & Blueprint RL.1.1 & RI.1.1</p> <p>Writing: “I am really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have two forty-five minute sessions to write this true story, so you’ll need to plan, draft, revise, and edit in two sessions. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</p> <ul style="list-style-type: none">● Make a beginning of your story● Show what happened in order● Use details to help readers picture your story● Make an ending of your story.” <p>Standards Assessed: W.1.3, L.1.2 Narrative Rubric</p>		First Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	D-E	C	B or below	2 nd Quarter	F-G	E	D or below	3 rd Quarter	I	F-H	E or below	4 th Quarter	J	H-I	G or below	<p>Writing: “Think of a topic that you’ve studied or that you know a lot about. Tomorrow, you will have two forty-five minute sessions to write an informational (or all-about) text that teaches others interesting and important information and ideas about a topic. Please keep in mind that you’ll have only two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sessions. Write in a way that shows all that you know about informational writing. In your writing make sure you:</p> <ul style="list-style-type: none">● Introduce the topic you will teach about● Include lots of information● Organize your writing● Use transition words● Write an ending. <p>Standards Assessed: W.1.2, L.1.2 Information Rubric</p>	
First Grade Reading Level Expectations																											
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations																								
1 st Quarter	D-E	C	B or below																								
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3 rd Quarter	I	F-H	E or below																								
4 th Quarter	J	H-I	G or below																								
Third Quarter		Fourth Quarter																									
Unit 4:	Unit 5:	Unit 6:	Unit 7:																								

<p>Reading: Readers Get to Know Characters By Performing Their Books (FHSD Created) In this unit readers will get to know the characters in their books really well. In Bend 1, readers will discover ways to get to know their characters. In Bend 2, partners pretend they are the characters and perform their books to become experts. In Bend 3, Readers will give the gift of reading by sharing their stories with an audience by bringing the characters to life.</p> <p>Writing: Writing Reviews Opinion writing begins by building on children's natural interest to collect stuff. Students are asked create a collection and write persuasively convincing others why one item in their collection is the "Best in Show". Students will then write reviews about places and things in their community and school environments. Students will take into consideration classmates thoughts in order to grow their own opinions, allowing the writer to defend their judgement using multiple persuasive techniques.</p>	<p>Reading: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension In this unit, students will move through four parts. In the first bend, readers will strengthen their abilities to monitor their reading and take action when they encounter problems. The second bend helps readers develop efficient strategies for word solving, while the third bend helps children maintain comprehension in longer texts. The final bend invites children to put it all together and read with fluency, showing off the skills they've developed over the course of the unit.</p> <p>Writing: Poetry and Songs (FHSD Created) This unit is a high energy, joyful unit! Students will learn how to compose their own songs and poems! The natural excitement for reading, writing, and singing songs will inspire students as writers, especially as they are invited to write from the heart. Students will learn to use their voice and newfound writing identity to write songs and poems that tell us who they are as a person.</p>	<p>Reading: Meeting Characters and Learning Lessons: A Study of Story Elements First grade readers will begin the unit reading chapter books. In Bend 1, they will discover that readers go on big adventures. In Bend 2, the readers will study the characters in books. In Bend 3, the students will discover that they can learn an important lesson from the characters. In Bend 4 readers will share their opinions they have about books.</p> <p>Writing: From Scenes to Series: Writing Fiction First grade writers will begin the unit writing realistic fiction. In Bend 2, they will set out to write a series based on realistic fiction. In Bend 3, first grade writers will improve their writing using mentor texts and studying themselves as a writer. In Bend 4, they will work to publish a second realistic fiction series.</p>	<p>Reading: Reading Nonfiction Cover to Cover (FHSD Created) This unit builds on the strategies taught in <i>Learning About the World: Reading Nonfiction</i> where readers worked on reading to learn from their books, tackling tricky words and new vocabulary, and reading with fluency and it also includes students working with book clubs. This unit will help first graders accumulate text as well as begin to synthesize and summarize the information into main ideas. In book clubs, children will continue to read and talk together to read across a topic - learning important information, growing ideas, and comparing and contrasting information across more than one book.</p> <p>Writing: Writing Projects (FHSD Created) This unit is meant to be a celebration of all the writing students have done, where writers get to choose their own genre and topic to create their writing project. Writing projects could include writing newspapers, comic books, poetry, persuasive letters, or other genres of writing. Writers will follow their passion when choosing their topic and genre, and take their pieces through the writing process. Teachers are encouraged to send your soon-to-be second graders off to live their lives as writers, to see themselves as the kind of people who make books, newspapers, poetry, and all the rest as they communicate as their truest selves to the world.</p>
PE Assessment:	PE Assessment:	PE Assessment:	PE Assessment:

Writing: *“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Starting tomorrow, you will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have two forty-five minute session to complete this, so you will need to plan, draft, revise, and edit within that time.*

Standards Assessed: W.1.1, L.1.2

[Opinion Rubric](#)

Reading:

Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level.

Standards Assessed: RL.1.10, RI.1.10

Mastery Levels:

First Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
1 st Quarter	D-E	C	B or below
2 nd Quarter	F-G	E	D or below
3 rd Quarter	I	F-H	E or below
4 th Quarter	J	H-I	G or below

Reading Benchmark: Teacher will use reading benchmark and protocol to access students on priority standards in reading.

[Teacher Protocol & Blueprint](#)

RL.1.1 & RI.1.1

Writing: *“I am really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have two forty-five minute sessions to write this true story, so you’ll need to plan, draft, revise, and edit in two sessions. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:*

- *Make a beginning of your story*
- *Show what happened in order*
- *Use details to help readers picture your story*
- *Make an ending of your story.”*

Standards Assessed: W.1.3, L.1.2

[Narrative Rubric](#)

Reading:

Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level.

Standards Assessed: RL.1.10, RI.1.10

Mastery Levels:

First Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
1 st Quarter	D-E	C	B or below
2 nd Quarter	F-G	E	D or below
3 rd Quarter	I	F-H	E or below
4 th Quarter	J	H-I	G or below

Reading Benchmark: Teacher will use reading benchmark and protocol to access students on priority standards in reading.

[Teacher Protocol & Blueprint](#)

RL.1.1 & RI.1.1

Unit 1: Building Good Reading Habits (BK. 1) & Small Moments: Writing with Focus, Detail, and Dialogue (BK. 1)

Content Area: English Language Arts	Course: First Grade	UNIT: Building Good Reading Habits & Small Moments: Writing with Focus, Detail, and Dialogue
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<p>Unit Description:</p> <p>Reading: This unit will prepare students to build good reading habits by teaching behaviors and strategies they will need to read independently and with a partner. They will learn to set goals and build stamina. The unit is organized into three bends, the first bend reminds readers to call on familiar habits at the beginning, at the middle, and at the end of a book. The second rallies readers to draw on all that they know in order to work hard to solve tricky words, and the third channels readers to draw on their growing repertoire of ways to read with partners.</p> <p>Writing: Writers are encouraged to write about small moments, with a focus on writing with details, including making characters move, talk, and showing what their characters feel. Children produce lots of small moment stories and move with independence through the writing process. The unit is organized into four bends, the first bend the children write stories about their lives and establish routines and structures so that writing can be done independently. The second bend is about giving your young writers the strategies to bring the many stories that they write to life. In the third bend the writers continue to learn ways to elaborate on their stories. The fourth bend children will learn a few final revision and editing strategies (by use of a checklist) to publish a self selected piece.</p>	<p>Unit Timeline: 40 days</p>
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DESIRED Results
<p>Transfer Goal - <i>Students will be able to independently use their learning to.....</i></p> <ul style="list-style-type: none"> Engage in a variety of text for enjoyment and learning by reading fluently with comprehension Communicate their ideas for a variety of purposes through written expression Collaboratively communicate with peers and adults

Understandings – Students will understand that... (Big Ideas)

1. Effective readers use strategies to decode, comprehend, and discuss a variety of texts.
2. Effective writers use structure to communicate ideas clearly for a variety of purposes and audiences.

Essential Questions: Students will keep considering...

- What strategies do I use to read a text?
- What strategies do I use to understand what I have read?
- How do I share my learning with others?
- How do I communicate in writing so it makes sense to others?
- How do I decide who will be reading my writing and why am I writing it?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.1.1	<ul style="list-style-type: none">• A question is something you ask to gain information or clarify understanding• Questions should be on topic and relevant to the discussion or text• A key detail supports the central message of the story• A text is something you read• Literature refers to fiction, poetry, drama, and graphic stories	<ul style="list-style-type: none">• Readers ask questions helps us create meaning in a story• Readers answer questions to gain meaning in a story• Readers ask and answer questions to help understand a text	Ask and answer questions about key details in a text.
RL.1.2	<ul style="list-style-type: none">• A key detail supports the central message of the story• Central message/moral is what the author thinks is right or the proper way to behave• Retelling a story including talking about the beginning, middle, and end, also the characters and setting	<ul style="list-style-type: none">• Retelling a story helps you understand it better• Readers use key details to determine the central message or lesson of a story	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	<ul style="list-style-type: none">• A character is a person/animal in a story• A setting is where/when a story takes place• A key detail supports the main topic of the story• A major event is the most important event in a story, typically related to how the main	<ul style="list-style-type: none">• Readers describe characters in the story using key details to create meaning• Readers describe the setting in the story using key details to create meaning	Describe characters, settings, and major events in a story, using key details.

	character resolves a problem or handles a challenge	<ul style="list-style-type: none"> Readers describe the major events in the story using key details to create meaning 	
RL.1.4	<ul style="list-style-type: none"> Alliteration is repetition of the initial consonant sound in words that are close to one another (e.g., “wonderful wacky words”) Identify is to recognize Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Readers use different strategies to figure out unknown words (decoding, context clues, etc.). Readers need to know that after they decode unknown words they also need to know the meanings. Readers understand that some words and phrases are used figuratively. Readers monitor their reading and fix it when it breaks down 	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	<ul style="list-style-type: none"> Know there are a variety of texts Folktales is traditional fiction text about a people or “folk,” originally handed down orally from generation to generation. Folktales are usually simple tales and often involve talking animals. Realistic fiction a text that is about believable characters and events that could happen. Poetry is a type of literature that attempts to stir a reader’s imagination or emotion 	<ul style="list-style-type: none"> Structures of various text There is a variety of fiction texts (folktales, realistic fiction, poetry, and drama) The purpose of various text 	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.7	<ul style="list-style-type: none"> An illustration is the picture that accompanies a text A character is a person/animal in a story A setting is where/when a story takes place A key detail supports the central message of the story A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge 	<ul style="list-style-type: none"> A story is made up of illustrations, details, characters, settings and events. Illustrations and details help the reader understand characters, settings, and the events of a story. Illustrations can add important details to a story. 	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	<ul style="list-style-type: none"> How to read connected words on a page. 	<ul style="list-style-type: none"> Words on a page have meaning. 	With prompting and support,

	<ul style="list-style-type: none"> How to read and understand texts independently 		students read prose and poetry of appropriate complexity for grade 1.
RI.1.1	<ul style="list-style-type: none"> A question is something you ask to gain information or clarify understanding Questions should be on topic and relevant to the discussion or text A key detail supports the main topic of a story A text is something you read Informational texts include nonfiction texts, informational narratives (biography, history, journals, and diaries). Informational texts are written for a variety of purposes and audiences. 	<ul style="list-style-type: none"> Readers ask questions about reading Readers answer questions to confirm understanding of what they are reading 	Ask and answer questions about key details in a text.
RI.1.2	<ul style="list-style-type: none"> The main topic of a book refers to what an informational text is all about. It's the most important or central idea of a paragraph or text. Key details and ideas support the larger ideas the text develops over time. Key details support the main topic of the text. 	<ul style="list-style-type: none"> Not all details and ideas are equally important, some matter more than others 	Identify the main topic and retell key details of a text.
RI.1.3	<ul style="list-style-type: none"> A connection is when one idea, event, piece of information interacts with or related to another idea, event, piece of information. An event is something that happened in the text 	<ul style="list-style-type: none"> Readers consider cause and effect or why things turned out how they did. Connections help readers understand the text 	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.7	<ul style="list-style-type: none"> Evidence from a text includes words or phrases from the text and the evidence from the illustrations An illustration is the picture that accompanies a text Photographs are real-life pictures taken by a camera Non fiction texts have different illustrations than fiction 	<ul style="list-style-type: none"> What evidence could look like in illustrations and in words Illustrations and words are important to understand texts 	Use the illustrations and details in a text to describe its key ideas.
RI.1.10	<ul style="list-style-type: none"> Reading strategies Grade level phonics Sight words 	<ul style="list-style-type: none"> The importance of monitoring their reading for meaning Readers use a variety of strategies to access the text 	With prompting and support, students read informational texts appropriately complex for grade 1.

		<ul style="list-style-type: none"> • Concepts of print • What good readers sound like (fluency) 	
RF.1.1	<ul style="list-style-type: none"> • A sentence completes a thought or idea, it includes a capital letter at the beginning, punctuation at the end, spacing, and words. • The three ending punctuation marks are period, question mark, and exclamation point. 	<ul style="list-style-type: none"> • Rules that dictate how print is read and written • Print is organized in predictable ways. • Authors use print features to help readers understand their writing. 	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	<ul style="list-style-type: none"> • A sentence includes a capital letter at the beginning, punctuation at the end, spacing, and words. • The three ending punctuation marks are period, question mark, and exclamation point. 	<ul style="list-style-type: none"> • Rules that dictate how print is read and written • Authors use print features to help readers understand their writing. 	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2	<ul style="list-style-type: none"> • Words are made of sounds. 	<ul style="list-style-type: none"> • Words can be broken into single sounds. • Words can be blended to make a word. 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	<ul style="list-style-type: none"> • Vowels are phonemes that are <i>voiced</i> and <i>open</i>. • Long vowels • Short vowels 	<ul style="list-style-type: none"> • How to apply the knowledge of letter-sound relationships 	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	<ul style="list-style-type: none"> • Blending is putting individual sounds together 	<ul style="list-style-type: none"> • Words can be broken into parts 	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	<ul style="list-style-type: none"> • Syllables are units of a spoken word and where words are naturally divided. • Blending is putting individual sounds together. 	<ul style="list-style-type: none"> • Words can be broken into parts. • Combining individual sounds together to make a word. • Words can be broken apart by individual sounds. 	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	<ul style="list-style-type: none"> • The beginning is where something starts • The middle is between the beginning and the end • The end is where something stops • Blending is putting individual sounds together 	<ul style="list-style-type: none"> • Words can be broken into parts. • Combining individual sounds together to make a word. • Words can be broken apart by individual sounds. 	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

	<ul style="list-style-type: none"> Segmenting is taking a word and breaking it apart into syllables or individual sounds 		
RF.1.3	<ul style="list-style-type: none"> Sight words or high-frequency words are words we need to know automatically 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	<ul style="list-style-type: none"> Consonant digraphs are two or more consonants representing a single sound, such as <i>kn</i> and <i>ck</i>. 	<ul style="list-style-type: none"> Consonant digraphs can be at the beginning or ending of a word 	Know the spelling-sound correspondences for common consonant digraphs
RF.1.3b	<ul style="list-style-type: none"> A letter represents a sound Letters strung together in a sequence make words 	<ul style="list-style-type: none"> Specific letter sequence make words 	Decode regularly spelled one-syllable words.
RF.1.3c	<ul style="list-style-type: none"> Final -e (CVCe), the vowel in CVCe words are given a long sound by the silent <i>e</i>. Vowel teams are when two vowels together make the same long vowel sound almost all of the time (e.g., <i>ee</i>, <i>ea</i>, <i>ai</i>, and <i>oa</i>). 	<ul style="list-style-type: none"> Apply the knowledge of letter-sound relationships 	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.4	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. Readers reread to fix mistakes. Readers reread to check understanding. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. Reading strategies support understanding 	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	<ul style="list-style-type: none"> Readers read to be entertained, to learn, or to get informed, etc) Readers comprehend what they are reading 	<ul style="list-style-type: none"> Reading strategies support understanding Reading has many purposes 	Read on-level text with purpose and understanding.
RF.1.4b	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. 	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	<ul style="list-style-type: none"> Readers reread to fix mistakes. 	<ul style="list-style-type: none"> Reading strategies support 	Use context to confirm or

	<ul style="list-style-type: none"> Readers reread to check understanding. 	<p>understanding</p> <ul style="list-style-type: none"> Readers read text with accuracy to comprehend. 	<p>self-correct word recognition and understanding, rereading as necessary.</p>
W.1.3	<ul style="list-style-type: none"> Narrative is a story that can be fictional or grounded in fact. Event Sequence is the order in which the events occur in a story. Temporal words signal event order. Closure is the end of the piece where the writer bring the piece to a close by telling the reader how things turned out Details are the information provided 	<ul style="list-style-type: none"> Narrative writing can be imaginary Narrative writing comes from your own experiences Fictional authors may use some details from real life to imagine their stories, the stories are mostly made up Can be true or something made up Organization helps a reader understand the story 	<p>Write narratives in which they recount two or more appropriately sequences events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
W.1.5	<ul style="list-style-type: none"> Details are the information provided Elaboration is talking in more detail Examples are clear cut explanations Editing is fixing spelling, punctuation, and grammar errors Revising is re-seeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized. 	<ul style="list-style-type: none"> Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process) 	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
W.1.7	<ul style="list-style-type: none"> How to gather information about a topic. Where to look for information. Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. 	<ul style="list-style-type: none"> Research can be done in a variety of ways to learn about a topic Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	<p>Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.</p>
SL.1.1	<ul style="list-style-type: none"> Collaborative conversations involve discussing ideas and working jointly with others to create new thinking. 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion 	<p>Participate in collaborative conversations with diverse partners about grade 1 topics</p>

	<ul style="list-style-type: none"> • Partners are who you share information with • Rules of discussion • Listening in discussion • Responding is building on someone's remark or asking/answering a question • Comments are when you make a reference to someone's remark before adding your thoughts • Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added • Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> • There are different purposes when speaking at different times and with different people • Listening to a person's response helps deepen your understanding • Listening to a person's response helps form your comments • That your response should be related to the topic of the conversation • The questions you ask questions in conversations help to clarify your understanding • Collaborative conversations include all voices • The rules of conversation make sure all members benefit from the conversations 	and texts with peers and adults in small and larger groups.
SL.1.2	<ul style="list-style-type: none"> • Not all details are equally important • Key details support the main topic/idea • A question is something you ask to gain information or clarify understanding • Answers are spoken or written replies to a question • Media includes print, pictures, and illustrations • A read aloud is when students actively listen to and discuss a text read aloud 	<ul style="list-style-type: none"> • You gain meaning from a text by asking questions • You gain meaning from text from listening to information being presented orally and asking questions • How to identify the ideas & details that matter the most in text 	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	<ul style="list-style-type: none"> • A question is something you ask to gain information or clarify understanding • Answers are spoken or written replies to a question • A speaker/presenter • Know what to do when they do not understand something • Know what to do to seek clarification 	<ul style="list-style-type: none"> • A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented. • To clarify something you do not understand requires you to ask questions 	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	<ul style="list-style-type: none"> • People • Places • Things • Events 	<ul style="list-style-type: none"> • Details help others to better understand what they are presenting. 	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6	<ul style="list-style-type: none"> • A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. 	<ul style="list-style-type: none"> • What they are trying to express • Purpose of their presentation • The audience determines the type of language and presentation used 	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)
L.1.1	<ul style="list-style-type: none"> • All upper- and lowercase letters • Common nouns are words that name persons, places, things, animals, or abstract ideas • Proper noun is a particular person, place, thing, animal, or idea (e.g., Abraham Lincoln, Lincoln Memorial, President's Day, etc.) • Possessive nouns are nouns that show ownership (e.g., John's car, Allehandra's book, etc) • Singular and plural nouns with matching verbs in basic sentences • Personal pronouns refer to a particular person, place, or thing • Possessive pronouns show ownership (e.g., his, hers, theirs) • Indefinite pronouns are not specific in regard to which nouns they replace (e.g., anyone, someone, few) • Verbs to convey a sense of past, present, and future frequently occurring adjectives. • Adjectives are words that modify or describe a person or thing in a sentence. • Frequently occurring conjunctions • Determiners are words that modify nouns, such as articles (e.g., a, an, the) • Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence • How to produce and expand complete simple • Conjunctions are words that join together sentences, clauses, phrases, or words • A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. • To expand a sentence you add details to the sentence. 	<ul style="list-style-type: none"> • We follow grammar rules so that our writing makes sense to our reader. • We follow grammar rules to effectively communicate with others. • Authors follow conventional rules to effectively communicate with others • Sentences are a form of communication • Sentences convey a thought or idea 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a	<ul style="list-style-type: none"> All upper- and lowercase letters 	<ul style="list-style-type: none"> Authors follow conventional rules to effectively communicate with others 	Print all upper- and lowercase letters.
L.1.1b	<ul style="list-style-type: none"> Common nouns are words that name persons, places, things, animals, or abstract ideas Proper noun is a particular person, place, thing, animal, or idea (e.g., Abraham Lincoln, Lincoln Memorial, President's Day, etc.) Possessive nouns are nouns that show ownership (e.g., John's car, Allehandra's book, etc) 	<ul style="list-style-type: none"> We follow grammar rules so that our writing makes sense to our reader. We follow grammar rules to effectively communicate with others. 	Use common, proper, and possessive nouns.
L.1.2d	<ul style="list-style-type: none"> Spelling conventions are the rules concerning the correct ways to spell words. 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e	<ul style="list-style-type: none"> Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4	<ul style="list-style-type: none"> Words can have multiple meanings A phrase is a sequence of two or more words A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). Root words are base words. Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word Context clues help determine word meaning Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5	<ul style="list-style-type: none"> Define is to explain 	<ul style="list-style-type: none"> Words have a variety of meaning 	With guidance and support from

	<ul style="list-style-type: none"> Categories are classifying objects into groups Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives Adjectives are words that modify or describe a person or thing in a sentence. Verbs are action words Intensity of words how a word can change the emotion/energy of the word Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces. 	<ul style="list-style-type: none"> Words express how the author feels Creating categories of words can help with understanding the meaning of the words Real life connections help anchor meaning of words Adjectives can convey how the author feels 	adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	<ul style="list-style-type: none"> Content or academic vocabulary words 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning 	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2	RL.1.10 RI.1.10	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.</p> <p>Mastery Levels:</p>	<p>21 Century</p> <p>C/D</p> <p>Critical Thinking Creative Thinking Communication</p>

	<p>RL.1.1 RI.1.1</p> <p>W.1.3 L.1.2</p>	<table border="1"> <thead> <tr> <th colspan="4">First Grade Reading Level Expectations</th></tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1st Quarter</td><td>D-E</td><td>C</td><td>B or below</td></tr> <tr> <td>2nd Quarter</td><td>F-G</td><td>E</td><td>D or below</td></tr> <tr> <td>3rd Quarter</td><td>I</td><td>F-H</td><td>E or below</td></tr> <tr> <td>4th Quarter</td><td>J</td><td>H-I</td><td>G or below</td></tr> </tbody> </table> <p>Reading Benchmark: Teacher will use reading benchmark and protocol to assess students on priority standards in reading.</p> <p>Teacher Protocol & Blueprint</p> <p>Writing: <i>“I am really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have two forty-five minute sessions to write this true story, so you’ll need to plan, draft, revise, and edit in two sessions. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> • <i>Make a beginning of your story</i> • <i>Show what happened in order</i> • <i>Use details to help readers picture your story</i> • <i>Make an ending of your story.”</i> <p>Narrative Rubric</p>	First Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	D-E	C	B or below	2 nd Quarter	F-G	E	D or below	3 rd Quarter	I	F-H	E or below	4 th Quarter	J	H-I	G or below	
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Unit 1: Sample Activities

SAMPLE LEARNING PLAN
<p>Pre-assessment: Writing: <i>“I am really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have two forty-five minute sessions to write this true story, so you’ll need to plan, draft, revise, and edit in two sessions. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> • <i>Make a beginning of your story</i> • <i>Show what happened in order</i> • <i>Use details to help readers picture your story</i> • <i>Make an ending of your story.”</i>

Reader's Workshop

Building Good Reading Habits (BK.1)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1	RL.1.1, RL.1.7, RI.1.1 RI.1.7 SL.1.1	<p>1. Readers Take a Sneak Peak to Get Ready to Read (session 1)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know that previewing the text helps them read the words. Understand that taking a sneak peak gets your mind ready for reading Be able to do a sneak peak prior to reading <p>a. Connections: The teacher will celebrate kids' growth by listing things they now do without being told--their habits.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Guide students through previewing a book together by studying the cover illustration and the title. Highlight that readers' ideas change each time they peek at the details of a book. <p>c. Active Engagement: The teacher will coach children to try this with a partner, voicing over prompts as they do this.</p> <p>d. Link: The teacher will recap today's and yesterday's teaching, reminding students that taking a sneak peek and then reading on to check predictions needs to be a habit.</p> <p>e. Mid-Workshop Teaching: The teacher will explain that readers use all of their reading time to read.</p> <p>f. Share: The teacher will remind children that readers check their predictions before reading more.</p> <p>Session 1 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cooperative learning</p> <p>Nonlinguistic representations</p> <p>Practice</p>	<p>A</p> <p>Critical Thinking</p>
1	RL.1.1, RL.1.2, RL.1.3, RI.1.1 RI.1.2 RI.1.3 RF.1.1 RF.1.2 RF.1.3 RF.1.4	<p>2. Do Something at the End of the Book (session 2)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know that readers are to do "something" after reading a book. Understand that when you finish a book, the reader needs to do "something" to keep their mind working. Be able to reread, think back, or talk about the book with others after reading <p>a. Connections: The teacher will celebrate the establishment of classroom habits: children come to the meeting area and sit in their spots, and they listen up when you ask for their attention.</p>	<p>Setting Objectives</p>	<p>B</p> <p>Critical Thinking Communication</p>

	SL.1.1	<p>b. Teaching: The teacher will demonstrate what readers don't do- a non-example- before modeling what readers do when they come to the end of a book.</p> <p>c. Active Engagement: The teacher will channel children to reread the ending of a book they've just finished, and then to do something when they reach the end again.</p> <p>d. Link: The teacher will: recap the lesson of the day, putting it into the larger context of previous teaching points as well.</p> <p>e. Mid-Workshop Teaching: The teacher will rereading to remember and retell a book</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> Tell a story that shows that sometimes we all need reminders. Connect you story to the work that reading partners can do together. <p>Session 2 Appendix Documents</p>	<p>Nonlinguistic representations</p> <p>Practice</p> <p>Setting Objectives</p>	
1	RF.1.4 SL.1.6	<p>3. Readers Reread to Make Their Reading Voices Smoother (session 5)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know that reading should sound the way we talk. Understand that rereading helps our voice sound smoother Be able to reread to make our voice sound smoother <p>a. Connection: The teacher will discuss with students that a readers voice the first time around might sound bumpy and boring.</p> <p>b. Teaching: The teacher will instruct students to read with a smooth voice, not a bumpy voice.</p> <p>c. Active Engagement: The teacher will instruct students on rereading to make their voices smoother using a teacher selected big book.</p> <p>d. Link: The teacher will invite students to celebrate all the habits they've learned so far pointing to each bullet on the anchor chart.</p> <p>e. Mid-Workshop Teaching: The teacher will instruct students to reread entire sentence after figuring out a tricky word.</p> <p>f. Share: The teacher will have students read aloud to show off their smooth voices.</p> <p>Session 5 Appendix Documents</p>	<p>Setting Objectives</p> <p>Nonlinguistic representations</p> <p>Practice</p>	B Critical Thinking
1	RF.1.1 RF.1.2 RF.1.3 RF.1.4 SL.1.6	<p>4. Readers Track with Their Eyes and Scoop Up More Words (session 6)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know good readers read in phrases Understand reading in phrases helps reading sound smoother Be able to read in phrases to sound like talking <p>a. Connections: The Teacher will celebrate children's growing abilities to read faster and more smoothly.</p> <p>b. Teaching: The teacher will: Demonstrate the work of phrasing using a familiar text. Model the work of reading in incorrect phrases and cross-checking with syntax to reread in proper phrases.</p> <p>c. Active Engagement: The teacher will: set students up to practice reading in</p>	<p>Setting Objectives</p> <p>Practice</p>	B Critical Thinking Collaboration Communication

		<p>bigger scoops with a partner.</p> <p>d. Link: The teacher will remind students to use the class anchor chart to remember all the good habits they've built.</p> <p>e. Mid-Workshop Teaching: The teacher will share that rereading makes fuzzy parts clear.</p> <p>f. Share: The teacher will: direct students to join in the meeting area for a choral reading of the text you read during the mini lesson.</p> <p>Session 6 Appendix Documents</p>	<p>Nonlinguistic representations</p> <p>Setting Objectives</p>	
1	RF1.2 RF1.3 RF1.4	<p>5. Drop Bad Habits! Pick Up Good Habits (session 9)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know readers recognize their bad habits Understand readers need to drop bad reading habits and replace them with new habits they learn Be able to use good habits to help solve tricky words <p>a. Connections: The teacher will share what a bad habit they have had when they were young, and suggest that readers can have had bad habits, too.</p> <p>b. Teaching: The teacher will demonstrate some bad habits, one at a time, beginning with the habit of freezing at sight of a tricky word.</p> <p>c. Active Engagement: The teacher will: Read the same text, stopping at the same word. This time, appeal for help. Model rereading, this time replacing the word with a word that may have the same first letter but no relevance to the story, possibly even a nonsensical word. Then, shrug and read on. Model rereading across the same enlarged text, freezing up again.</p> <p>d. Link: The teacher will: refer back to the Readers Build Good Habits anchor chart and remind students to use these habits instead of the bad habits they dropped</p> <p>e. Mid-Workshop Teaching: The teacher will: notice and celebrate a reader who switched a bad habit with a good habit.</p> <p>f. Share: The teacher will: encourage students to reflect on their own bad habits. Then, prompt partners to make plans to drop those bad habits. Suggest that partners work together to put their plans into action.</p> <p>Session 9 Appendix Documents</p>	<p>Setting Objectives</p> <p>Practice</p> <p>Reinforcing effort</p> <p>Cooperative Learning</p>	<p>C</p> <p>Critical Thinking Collaboration Communication</p>
1	RF1.2 RF1.3	<p>6. Readers Look at All Parts of a Word (session 10)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know readers must look at all parts of a word Understand readers need to look at all parts of a word to solve it Be able to look at all parts of a word when reading <p>a. Connections: The Teacher will demonstrate how kids can use more than one letter when tackling a challenging word.</p> <p>b. Teaching: The teacher will use magnetic letters to build familiar words, adding -s or -ing endings to encourage children to identify and use known word parts to</p>	<p>Setting Objectives</p>	<p>C</p> <p>Critical Thinking Collaboration</p>

		<p>read. Encourage flexible word solving, prompting children to consider multiple ways to break a word into parts.</p> <p>c. Active Engagement: The teacher will prompt students to write their own words for partners to read, using all the parts of the words.</p> <p>d. Link: The teacher will: connect this work to the word work children are doing outside of reading workshop, as a way to support transfer.</p> <p>e. Mid-Workshop Teaching: The teacher will remind student that good readers check the last part of the word.</p> <p>f. Share: The teacher will help students to get a running start to figure out words.</p> <p>Session 10 Appendix Documents</p>	<p>Practice</p> <p>Reinforcing Effort</p> <p>Nonlinguistic representations</p>	
1	RF.1.2 RF.1.3	<p>7. Readers Double Check Their Reading (session 12)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know reading should make sense and look right Understand good readers double check Be able to double check to make sure a word makes sense with the story and looks right. <p>a. Connections: The teacher will tell a story that illustrates the consequences of not double-checking to be absolutely sure of something.</p> <p>b. Teaching & Active Engagement: The teacher will: Prompt readers to double-check as you make miscues in a shared text. Substitute words that make sense, but do not match the letters in the word.</p> <p>c. Link: The teacher will remind readers of the importance of double-checking.</p> <p>d. Mid-Workshop Teaching: The teacher will show there are more than one way to double-check your reading.</p> <p>e. Share: The teacher will: Teach students to segment and blend sounds as they read, checking all the parts of the word.</p> <p>Session 12 Appendix Documents</p>	<p>Setting Objectives</p> <p>Advance organizer</p> <p>Practice</p> <p>Nonlinguistic representations</p>	<p>C</p> <p>Critical Thinking</p> <p>Collaboration</p>
1	RF.1.2 RF.1.3 L.1.2.d,e	<p>8. Readers Don't Give Up- They Try, Try again (session 13)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know there are different strategies to try if one doesn't work Understand readers might need to try several strategies and not give up Be able to try another strategy when one doesn't work <p>a. Connections: The teacher will Tell the story of the little engine that could.</p> <p>b. Teaching: The teacher will demonstrate the process of trying another strategy when one strategy doesn't work.</p> <p>c. Active Engagement: The teacher will: Coach students to be persistent when they encounter tricky words.</p> <p>d. Link: The teacher will: celebrate their flexibility and persistence when reading and challenge them to keep this up in their independent reading</p> <p>e. Mid-Workshop Teaching: The teacher will share that to read a word, it helps to</p>	<p>Setting Objectives</p> <p>Reinforcing Effort</p> <p>Practice</p> <p>Providing</p>	<p>C</p> <p>Critical Thinking</p> <p>Collaboration</p>

		<p>write the word.</p> <p>f. Share: The teacher will: Cheer with your students for their good reading habits, and fishbowl a partnership</p>	recognition	
1	RL.1.1 RL.1.2 RL.1.3 RI.1.1 RI.1.2 RI.1.3 SL.1.1 SL.1.4	<p>9. Partners Can Introduce Their Books to Each Other (session 15)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know doing a book introduction is a good habit Understand introducing a book prepares your partner for the book Be able to introduce a book to their partner <p>a. Connections: The teacher will: Celebrate the various ways students interact with books--especially reading with a partner.</p> <p>b. Teaching: The teacher will: Explain how to give a book introduction, and invite the class to be your partner, noticing what you do as you introduce a book. Kids keep engaged in the demonstration lesson with regular prompting. Ask partners to turn and name the things you did to introduce your book.</p> <p>c. Active Engagement: The teacher will: Set children up to introduce their book to their partners.</p> <p>d. Link: The teacher will: suggest that reading partners can introduce books to each other, and remind children of what information to include</p> <p>e. Mid-Workshop Teaching: The teacher will share how to prepare for partner time with meaningful conversation.</p> <p>f. Share: The teacher will: remind students about the importance of setting goals to read not only at school, but also at home. Give students time to record how much they read today and how much they plan to read for the rest of the day</p> <p>Session 15 Appendix Documents</p>	<p>Setting Objectives</p> <p>Nonlinguistic Representation</p> <p>Providing Recognition</p> <p>Cooperative Learning</p> <p>Practice</p>	<p>C</p> <p>Critical Thinking</p> <p>Collaboration</p> <p>Communication</p>
1	N/A	<p>10. Readers Celebrate and Set New Goals (Session 18)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know readers celebrate what they have learned and set goals for new learning Understand good readers always push themselves to be stronger readers Be able to look at the Readers Build Good Reading Habits anchor chart and set a goal <p>a. Connections: The teacher will celebrate the good reading habits students have developed across this unit.</p> <p>b. Teaching: The teacher will demonstrate how to use the checklist to self-assess and set a goal. Urge children to consider next steps, thinking about ways to work toward the goal. Show students how to record their goal so they can use it as a reading tool.</p> <p>c. Active Engagement: The teacher will encourage partnerships to work together, using the charts to set a goal. Then, invite children to make a plan to work toward that goal.</p> <p>d. Link: The teacher will remind children not to forget the good habits they already</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Providing Feedback</p> <p>Advance Organizer</p> <p>Reinforcing Effort</p>	<p>C</p> <p>Critical Thinking</p> <p>Collaboration</p> <p>Communication</p>

		<ul style="list-style-type: none"> • Be able to use stretching out words as a spelling strategy <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Explain to students that writers say words they don't know how to spell slowly and write all the sounds so that people can read their writing. Explain to students they are going to try to write a word they don't know <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Read what you have written so far and touch and tell the part of the story you want to write next. Demonstrate the strategies you use to write words. Say the word you want to write slowly as you slide your finger across the space where you'll write. Listen for and record the first sounds. Put your finger under the letter you've written and reread it. Say the rest of the word, sliding your finger, listening to the sounds that you haven't yet recorded. Repeat the process used above. Debrief by reminding children of the steps you've taken to hear and record all the sounds in a word. <p>c. Active Engagement: The teacher will help children spell the next tricky word, writing it on their whiteboards. Refer to the name chart for challenging letters or blends.</p> <p>d. Link: The teacher will remind children that the challenge is to spell on their own as they write their stories.</p> <p>e. Share: The teacher will ask children to turn and talk about strategies they use to write tricky words. Listen in and harvest a few more strategies for word solving.</p> <p>Session 4 Appendix Documents</p>	<p>Providing Practice</p> <p>Setting Objectives</p>	
2	W.1.3	<p>4. Unfreezing Our Characters and Our Writing (session 8)</p> <p>Objective:</p> <ul style="list-style-type: none"> • Know our writing is more interesting when people move and talk • Understand making people move and talk makes your writing better • Be able to make people move and talk in their writing <p>a. Connection: The teacher will tell children about a story you wrote, and then explain that upon rereading it, you realized your characters were "frozen."</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Show children the underdeveloped story you've written, containing little or no action or dialogue. Demonstrate how you go about bringing characters to life by recalling what happened and writing in more details <p>c. Active Engagement: The teacher will rally students to continue with the next part of the story, working with partner to bring story to life.</p> <p>d. Link: the teacher will channel the children to think of the story they will write today and create a picture that helps then start the story well.</p> <p>e. Mid-Workshop Teaching: Writers have ways to get people in stories to talk.</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Nonlinguistic Representation</p>	<p>B</p> <p>Creativity Communication</p>

2	RF.1.2 RF.1.3 L1.2 d,e	<p>6. Using Familiar Words to Spell New Words (session 12)</p> <p>Objective:</p> <ul style="list-style-type: none"> Know writers use familiar words to spell new words Understand that word parts can help them spell more challenging words Be able to write new words using parts they already know <p>a. Connection: The teacher will use an example from class, pointing out that children can use words they already know to help them spell words they don't know yet.</p> <p>b. Teaching: The teacher will use an example from one child's story, showing the class how to problem solve an unknown word by making connections to a word they already know.</p> <p>c. Active Engagement: The teacher will set children up to spell another word using this strategy.</p> <p>d. Link: The teacher will explain to students they can add to their small moments story by writing new words using the strategy of using already known word partners</p> <p>e. Mid-Workshop Teaching: The teacher will write part by part, not letter by letter.</p> <p>f. Share: The Teacher will ask children to solve a word on their own and then share their method with others at their table. Highlight all the ways they've learned to tackle new words.</p> <p>Session 12 Appendix Documents</p>	<p>Setting Objectives</p> <p>Practice</p>	<p>B Communication Critical Thinking</p>
2	W.1.3 W.1.7 SL.1.1 SL.1.2	<p>7. Studying a Story to Learn Ways the Author Makes it Special (session 14)</p> <p>Objective:</p> <ul style="list-style-type: none"> Know writers study other authors Understand writers can learn special things from other authors Be able to study other authors and write like they do <p>a. Connection: The teacher will talk about people emulating a famous athlete to rally children to understand the value of studying and emulating professionals</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Demonstrate studying a mentor author, naming specific moves the author made in their Small Moment story so special, then emulate those moves Debrief. Name what you have demonstrated in a way that is transferable to other texts and other days. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Ask children to follow along as you read aloud the story from beginning to end Give students sticky notes to put on parts of the text where they notice the mentor author doing something special (need sticky notes, mentor text) <p>d. Link: The teacher will set writers up to find even more craft moves from the mentor text-or another favorite story-that they could try in their own writing.</p>	<p>Setting Objectives</p>	<p>B Communication Critical Thinking Creativity</p>

		<p>e. Mid-Workshop Teaching: The teacher will finding another writing move to emulate.</p> <p>f. Share: The teacher will:</p> <p>i. Ask the class to function as a student's partner. Ask students to listen and look at the piece, raising a finger each time they notice a craft move they could try too.</p> <p>Session 14 Appendix Documents</p>		
2	W.1.3 W.1.5	<p>8. Using All We Know to Revise (session 18)</p> <p>Objective:</p> <ul style="list-style-type: none"> Know writers revise their work Understand writers revise to make their writing better Be able to pick their favorite piece and revise to make it better <p>a. Connection: The teacher will use a comparison, such as writers to bakers, to teach students that writers need to make sure their work is just right to share with the world.</p> <p>b. Teaching: The teacher will:</p> <p>i. Demonstrate to to choose a piece of writing to revise by finding one that is loved</p> <p>ii. Give students an opportunity to choose a piece to publish, reminding them that writers choose the piece that is really important to them</p> <p>iii. Show students how to reread a piece, checking that it both makes sense and incorporates craft</p> <p>c. Active Engagement: The teacher will set up children to reread the stories they selected and to look for places to revise</p> <p>d. Link: The teacher will send students off to continue revising their stories, reminding them of all the classroom charts and scaffolds they can use for support.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <p>i. Tell students to star the most important part of their story</p> <p>ii. Have students read their story to a partner</p> <p>iii. Partners will ask question of the author about the important part</p> <p>iv. Author will go back and revise by adding more details</p> <p>f. Share The teacher will:</p> <p>i. Ask writers to share their stories with their partners, showing their partners where they've revised their writing to make it even better.</p> <p>ii. Ask writers to consider one more revision they can make.</p> <p>Session 18 Appendix Documents</p>	<p>Setting objectives</p> <p>Similarities and Differences</p> <p>Cooperative Learning</p>	<p>C</p> <p>Collaboration Communication Critical Thinking</p>
2	W.1.3, L.1.2. b,d,e	<p>9. Editing with a Checklist (session 19)</p> <p>Objective:</p> <ul style="list-style-type: none"> Know writers edit their writing Understand writers edit their writing to make it easy to read Be able to use a checklist to edit their work 	<p>Setting objectives</p>	<p>C</p> <p>Communication Collaboration</p>

		<p>a. Connection: The teacher will use a metaphor to remind children that their writing should be easy to read.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Explain that you have a friend-grade friend who needs help editing a piece she is getting ready to publish Demonstrate editing the mystery piece using an editing checklist Debrief, reminding the children of the steps to use for the editing checklist <p>c. Active Engagement: The teacher will recruit children to begin editing the first page of their own selected stories, using the checklist.</p> <p>d. Link: The teacher will tell children to use the editing checklist to get their stories ready to publish. Remind them to use spelling and ending punctuation strategies also to edit future pieces.</p> <p>e. Mid-Workshop Teaching: The teacher will try writing tricky words a few times before deciding which way to write them down.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> Ask children to help their partners by rereading their stories and saying what can be fixed up. <p>Session 19 Appendix Documents</p>	Similarities and Differences	Critical Thinking
2	W.1.3 SL.1.1	<p>10. A Celebration (session 21)</p> <p>Objective:</p> <ul style="list-style-type: none"> Know writers celebrate their writing by sharing with an audience. Understand writers take several steps to write a piece that will be shared with others. Be able to share their writing with others and actively listen to classmate's stories. <p>The "Stories from Our Lives" will be a celebration of small moment stories. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> Reading to book buddies Families may be invited Hold a toast to the writers Get feedback from invited guests Hanging or placing books in a viewing place Make bulletin boards with student work 	Setting Objectives	D Communication Collaboration
Language/Word Study Block				
1	RL.1.1 RL.1.2 RL.1.3 SL.1.1	<p>Interactive Read Aloud</p> <p>Session 1:</p> <ul style="list-style-type: none"> Choose a picture book with an engaging storyline and rich language. An example 	Setting Objectives	B Communication Collaboration Critical

	SL.1.2 L.1.4 L.1.5 L.1.6	<p>is <i>Ish</i> by Peter H. Reynolds.</p> <ul style="list-style-type: none">• Introduce the book and take a picture walk• Read text modeling expression• Model lingering with a book <p>Session 2:</p> <ul style="list-style-type: none">• Set students up to listen with a new lens as you reread the text• Discuss vocabulary, figurative language, or craft• Discuss the message of the story	Cooperative Learning	Thinking																																															
1	RL.1.4 RF.1.1 RF.1.2 RF.1.3 RF.1.4	<p>Shared Reading <i>Ollie the Stomper</i> Lessons Include</p> <ul style="list-style-type: none">• Using meaning, syntax, and visual information to solve tricky words• Cross-checking sources of information (MSV)• Word study• Fluency• Putting it all together (synthesizing)	Cues, Questions	C Critical Thinking																																															
1	RF.1.2 RF.1.3 RF.1.4	<p>Benchmark Phonics Launching Unit & Unit 1: Plants and Animals Grow and Change</p> <table><tr><th colspan="2"></th><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><td rowspan="2">WEEK 1</td><td>Whole Group</td><td>Short a<ul style="list-style-type: none">• Shared Reading: "Five Little Tadpoles"• Phonological Awareness: Rhyme• Spelling-Sound Correspondences• Blend Words• High-Frequency Words• Share and Reflect</td><td>Short a<ul style="list-style-type: none">• Shared Reading and Writing: "Five Little Tadpoles"• Phonological Awareness: Blending• Blend, Build, Write Words• Read Connected Text, BLM 1• Share and Reflect</td><td>Short a<ul style="list-style-type: none">• Phonological Awareness: Segmentation• Independent Reading: "At the Pond"• Write Words• High-Frequency Words• Share and Reflect</td><td>Short a<ul style="list-style-type: none">• Reread "At the Pond"• Write About the Text: Encode• Share and Reflect</td><td>Review and Assess: Short a<ul style="list-style-type: none">• Reread "At the Pond" and Decodable Lap Book• High-Frequency Words• Spelling and Dictation• Review: Consonants• Share and Reflect</td></tr><tr><td>Small Group</td><td><ul style="list-style-type: none">• Shared Reading: "Five Little Tadpoles"• Blend Words• Independent Practice/ Partner Work</td><td><ul style="list-style-type: none">• Build and Write Words• Independent Practice/ Partner Work</td><td><ul style="list-style-type: none">• Write Words• Independent Reading: "At the Pond" and Decodable Lap Book• Independent Practice/ Partner Work</td><td></td><td><ul style="list-style-type: none">• Cumulative Assessment</td></tr></table> <table><tr><th colspan="2"></th><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr><tr><th colspan="2"></th><th>MINI-LESSON 1</th><th>MINI-LESSON 2</th><th>MINI-LESSON 3</th><th>MINI-LESSON 4</th><th>MINI-LESSON 5</th></tr><tr><td rowspan="2">WEEK 1</td><td></td><td>Shared Reading: "Five Fingers on Each Hand" Phonological Awareness: Alliteration Alphabet Review: Letter Recognition - Alphabet Song Write Your Name Write Letters and Sounds Teacher Focus: Assessments</td><td>Phonemic Awareness: Identify Beginning Sounds Alphabet Review: Match Upper- and Lowercase Letters High-Frequency Words: I, can Read Connected Text: BLM 1: "I Can" Routine 1: High-Frequency Words</td><td>Phonemic Awareness: Oral Blending Blend Words: Short a High-Frequency Words: see, the Read Connected Text: BLM 2: "What Do You See?" Routine 2: Word Blending</td><td>Phonological Awareness: Rhyme Sort Words: -an, -at Build Words: -an, -at Routine 3: Word Building Routine 4: Managing Materials and Transitions</td><td>Phonemic Awareness: Distinguish Short and Long Reread Texts: Build Fluency Connect to Writing Routine 5: Building Fluency from Mastery to Transfer</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	WEEK 1	Whole Group	Short a <ul style="list-style-type: none">• Shared Reading: "Five Little Tadpoles"• Phonological Awareness: Rhyme• Spelling-Sound Correspondences• Blend Words• High-Frequency Words• Share and Reflect	Short a <ul style="list-style-type: none">• Shared Reading and Writing: "Five Little Tadpoles"• Phonological Awareness: Blending• Blend, Build, Write Words• Read Connected Text, BLM 1• Share and Reflect	Short a <ul style="list-style-type: none">• Phonological Awareness: Segmentation• Independent Reading: "At the Pond"• Write Words• High-Frequency Words• Share and Reflect	Short a <ul style="list-style-type: none">• Reread "At the Pond"• Write About the Text: Encode• Share and Reflect	Review and Assess: Short a <ul style="list-style-type: none">• Reread "At the Pond" and Decodable Lap Book• High-Frequency Words• Spelling and Dictation• Review: Consonants• Share and Reflect	Small Group	<ul style="list-style-type: none">• Shared Reading: "Five Little Tadpoles"• Blend Words• Independent Practice/ Partner Work	<ul style="list-style-type: none">• Build and Write Words• Independent Practice/ Partner Work	<ul style="list-style-type: none">• Write Words• Independent Reading: "At the Pond" and Decodable Lap Book• Independent Practice/ Partner Work		<ul style="list-style-type: none">• Cumulative Assessment			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			MINI-LESSON 1	MINI-LESSON 2	MINI-LESSON 3	MINI-LESSON 4	MINI-LESSON 5	WEEK 1		Shared Reading: "Five Fingers on Each Hand" Phonological Awareness: Alliteration Alphabet Review: Letter Recognition - Alphabet Song Write Your Name Write Letters and Sounds Teacher Focus: Assessments	Phonemic Awareness: Identify Beginning Sounds Alphabet Review: Match Upper- and Lowercase Letters High-Frequency Words: I, can Read Connected Text: BLM 1: "I Can" Routine 1: High-Frequency Words	Phonemic Awareness: Oral Blending Blend Words: Short a High-Frequency Words: see, the Read Connected Text: BLM 2: "What Do You See?" 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1, 2, 3	L.1.4	Interactive Vocabulary		B/C																																															

		<p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	<p>Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation</p>	<p>Critical Thinking Communication Collaboration</p>
1	RL.1.5	<p>Reading Lesson: Teacher or LMS will explain the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><i>Teacher Note:</i> This would be a great standard to work with your building LMS to address throughout the school year.</p>	<p>Setting Objectives</p>	<p>A Communication</p>
2	RF.1.a	<p>Mechanics/Grammar</p> <p>During shared reading or shared writing teacher will point out the distinguishing features of a sentence:</p> <ul style="list-style-type: none"> • First word • Capitalization • Ending punctuation <p>Teacher could instruct during small groups for writing on an as needed basis.</p>	<p>Setting Objectives</p>	<p>A Communication</p>
2	L.1.1.b	<p>Mechanics/Grammar</p> <p>Day 1: Invitation to Notice: Ask students what they notice about the sentence. Be sure you have the nouns in bold print. The bold words are nouns, which are a person, place, thing, or idea; our world is made up of nouns. Teacher will show on the board the following sentence: Mike saved his allowance, penny by penny, until he had enough to buy a small home-movie camera.</p> <p>Days 2 & 3: Invitation to Compare and Contrast Teacher will share the following sentences with students (i.e. chart paper, SMARTboard, etc). Mike saved his allowance, penny by penny, until he had enough to buy a small home-movie camera. He saved stuff, thing by thing, until he had enough to get something. Carl saved his treats, bone by bone, until he had enough to open his own PetSmart.</p>	<p>Setting Objectives</p> <p>Similarities and Differences</p>	<p>B Communication</p>

		<p><i>Note for teacher: We chose to add a third sentence to this compare-and contrast invitation: a vague sentence. This vague sentence in the middle demonstrates that nouns aren't always proper nouns. The contrast of common nouns in the second sentence highlights the specific common nouns in sentences one and three.</i></p> <p><i>Point out that some of the nouns are capitalized, those are proper nouns.</i></p> <p>Day 3: Invitation to Imitate: Invite writers to use interactive or shared writing to compose a sentence with you. Imitate Independently: Students use the model to create their own sentences, using nouns to help our readers see the world they are creating with the stuff of specific nouns.</p>		
2		<p>Handwriting Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.</p>	Practice	A Communication

Unit 1: Resources

UNIT RESOURCES	
<p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> • <i>Grade 1: Building Good Reading Habits</i> • <i>Grade 1 Unit 1: Small Moments Writing with Focus, Detail, and Dialogue</i> • <i>Ish</i> by Peter H. Reynolds • <i>Ollie the Stomper</i> by Dunrea, Olivier • <i>Night of the Veggie Monster</i> by George McClements • Anchor chart post its • Anchor chart paper • Variety of texts • FHSD First Grade Sight Words • Benchmark Phonics Lessons • Copy of alphabet chart for each child (from Benchmark Phonics) 	

Student Resources:

- Access to a variety of text
- Post its
- Access to a variety of paper choices
- Tiny topic notebook (optional)
- Variety of writing tools
- [FHSD First Grade Sight Words](#)

Vocabulary:

Edit- to fix spelling, punctuation, and grammar mistakes

Goal- what you want to achieve

Illustrations- a picture or drawing of important content

Narrative- the story someone tells

Reread- to read again

Revise- changes to make something better

Small Moment- story about the events in life

Stamina- the ability to do something for a long time

Strategies- a plan or steps to reach a goal

Unit 2: Word Detectives Use All They Know to Solve New Words & Writing How-to Books

Content Area: English Language Arts

Course: First Grade

UNIT: Word Detectives Use All They Know to Solve New Words & Writing How-to Books (FHSD Created)

Unit Description:

Reading: Word Detectives Use All They Know to Solve New Words

This unit will support first-grade students' word-solving skills and their knowledge of high-frequency words. In this rich but playful unit, students will learn to monitor their reading, develop their word-solving skills, become more adept at using letter-sound correspondence to tackle tricky words, increase their bank of high-frequency words, become more confident at using the words they know "in a snap" to solve unknown words, and develop their fluency skills.

Writing: Writing How-To Books

This unit will frame students as experts, rallying them to teach their areas of expertise through

Unit Timeline:

20 days reading

10-15 days writing

writing. First students will learn the structure of a how to book. Then students will learn the importance of writing procedural texts with directions that readers can easily follow. Last, the children will aim to write clearer more elaborated texts.

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Engage in a variety of text for enjoyment and learning by reading fluently with comprehension
- Communicate their ideas for a variety of purposes through written expression
- Collaboratively communicate with peers and adults

Understandings – *Students will understand that... (Big Ideas)*

1. Effective readers use strategies to decode, comprehend, and discuss a variety of texts.
2. Effective writers use structure to communicate ideas clearly for a variety of purposes and audiences.

Essential Questions: *Students will keep considering...*

- What strategies do I use to read a text?
- What strategies do I use to understand what I have read?
- How do I share my learning with others?
- How do I communicate in writing so it makes sense to others?
- How do I decide who will be reading my writing and why am I writing it?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.1.10	<ul style="list-style-type: none"> • How to read connected words on a page. • How to read and understand texts independently 	<ul style="list-style-type: none"> • Words on a page have meaning. 	With prompting and support, students read prose and poetry of appropriate complexity for grade 1.
RI.1.2	<ul style="list-style-type: none"> • The main topic of a book refers to what an informational text is all about. It's the most important or central idea of a paragraph or text. 	<ul style="list-style-type: none"> • Not all details and ideas are equally important, some matter more than others 	Identify the main topic and retell key details of a text.

	<ul style="list-style-type: none"> Key details and ideas support the larger ideas the text develops over time. Key details support the main topic of the text. 		
RI.1.10	<ul style="list-style-type: none"> Reading strategies Grade level phonics Sight words 	<ul style="list-style-type: none"> The importance of monitoring their reading for meaning Readers use a variety of strategies to access the text Concepts of print What good readers sound like (fluency) 	With prompting and support, students read informational texts appropriately complex for grade 1.
RF.1.2	<ul style="list-style-type: none"> Words are made of sounds. 	<ul style="list-style-type: none"> Words can be broken into single sounds. Words can be blended to make a word. 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	<ul style="list-style-type: none"> Vowels are phonemes that are <i>voiced</i> and <i>open</i>. Long vowels Short vowels 	<ul style="list-style-type: none"> How to apply the knowledge of letter-sound relationships 	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	<ul style="list-style-type: none"> Blending is putting individual sounds together 	<ul style="list-style-type: none"> Words can be broken into parts 	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Blending is putting individual sounds together. 	<ul style="list-style-type: none"> Words can be broken into parts. Combining individual sounds together to make a word. Words can be broken apart by individual sounds. 	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	<ul style="list-style-type: none"> The beginning is where something starts The middle is between the beginning and the end The end is where something stops Blending is putting individual sounds together Segmenting is taking a word and breaking it apart into syllables or individual sounds 	<ul style="list-style-type: none"> Words can be broken into parts. Combining individual sounds together to make a word. Words can be broken apart by individual sounds. 	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3	<ul style="list-style-type: none"> Sight words or high-frequency words are words we need to know automatically 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	<ul style="list-style-type: none"> Consonant digraphs are two or more consonants representing a single sound, such as <i>kn</i> and <i>ck</i>. 	<ul style="list-style-type: none"> Consonant digraphs can be at the beginning or ending of a word 	Know the spelling-sound correspondences for common consonant digraphs
RF.1.3b	<ul style="list-style-type: none"> A letter represents a sound Letters strung together in a sequence make words 	<ul style="list-style-type: none"> Specific letter sequence make words 	Decode regularly spelled one-syllable words.
RF.1.3c	<ul style="list-style-type: none"> Final -e (CVCe), the vowel in CVCe words are given a long sound by the silent <i>e</i>. Vowel teams are when two vowels together make the same long vowel sound almost all of the time (e.g., <i>ee</i>, <i>ea</i>, <i>ai</i>, and <i>oa</i>). 	<ul style="list-style-type: none"> Apply the knowledge of letter-sound relationships 	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.4	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. Readers reread to fix mistakes. Readers reread to check understanding. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. Reading strategies support understanding 	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	<ul style="list-style-type: none"> Readers read to be entertained, to learn, or to get informed, etc) Readers comprehend what they are reading 	<ul style="list-style-type: none"> Reading strategies support understanding Reading has many purposes 	Read on-level text with purpose and understanding.
RF.1.4b	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. 	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c	<ul style="list-style-type: none"> • Readers reread to fix mistakes. • Readers reread to check understanding. 	<ul style="list-style-type: none"> • Reading strategies support understanding • Readers read text with accuracy to comprehend. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.2	<ul style="list-style-type: none"> • Closure is at the end of an informational/explanatory text • Concluding Statement wraps up the piece • Informative/explanatory texts are texts written to give information or explanations about the natural world and other topics. • A fact is real; truth • A topic is the main subject or content at hand • Inform is to give knowledge • Explaining is to make known in detail • Organization in writing is a structure • An audience is who will hear/see the piece • Different types of information writing (how to, question and answer, etc.) 	<ul style="list-style-type: none"> • Informational/explanatory texts are defined by their object to inform and explain about a topic using facts • Author's use text features to convey information • Difference between fact and fiction • The audience you are writing to will affect how the piece is written 	Write informative/explanatory texts in which they name a topic; supply some facts about the topic, and provide some sense of closure.
W.1.5	<ul style="list-style-type: none"> • Details are the information provided • Elaboration is talking in more detail • Examples are clear cut explanations • Editing is fixing spelling, punctuation, and grammar errors • Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. • Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized. 	<ul style="list-style-type: none"> • Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about • Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process) 	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
SL.1.1	<ul style="list-style-type: none"> • Collaborative conversations involve discussing ideas and working jointly with others to create new thinking. 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion 	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with

	<ul style="list-style-type: none"> Partners are who you share information with Rules of discussion Listening in discussion Responding is building on someone's remark or asking/answering a question Comments are when you make a reference to someone's remark before adding your thoughts Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> There are different purposes when speaking at different times and with different people Listening to a person's response helps deepen your understanding Listening to a person's response helps form your comments That your response should be related to the topic of the conversation The questions you ask questions in conversations help to clarify your understanding Collaborative conversations include all voices The rules of conversation make sure all members benefit from the conversations 	peers and adults in small and larger groups.
SL.1.1a	<ul style="list-style-type: none"> Rules of discussion Collaborative conversations involve discussing ideas and working jointly with others to create new thinking. 	<ul style="list-style-type: none"> The rules of conversation make sure all members benefit from the conversations 	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).
SL.1.1b	<ul style="list-style-type: none"> Responding is building on someone's remark or asking/answering a question Comments are when you make a reference to someone's remark before adding your thoughts Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Listening to a person's response helps deepen your understanding Listening to a person's response helps form your comments That your response should be related to the topic of the conversation The questions you ask questions in conversations help to clarify your understanding Collaborative conversations include all voices The rules of conversation make sure all members benefit from the conversations 	Build on others talk in conversations by responding to the comments of others through the multiple exchanges.
SL.1.6	<ul style="list-style-type: none"> A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. 	<ul style="list-style-type: none"> What they are trying to express Purpose of their presentation The audience determines the type of language and presentation used 	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)

L.1.1	<ul style="list-style-type: none"> • All upper- and lowercase letters • Common nouns are words that name persons, places, things, animals, or abstract ideas • Proper noun is a particular person, place, thing, animal, or idea (e.g., Abraham Lincoln, Lincoln Memorial, President's Day, etc.) • Possessive nouns are nouns that show ownership (e.g., John's car, Allehandra's book, etc) • Singular and plural nouns with matching verbs in basic sentences • Personal pronouns refer to a particular person, place, or thing • Possessive pronouns show ownership (e.g., his, hers, theirs) • Indefinite pronouns are not specific in regard to which nouns they replace (e.g., anyone, someone, few) • Verbs to convey a sense of past, present, and future frequently occurring adjectives. • Adjectives are words that modify or describe a person or thing in a sentence. • Frequently occurring conjunctions • Determiners are words that modify nouns, such as articles (e.g., a, an, the) • Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence • How to produce and expand complete simple • Conjunctions are words that join together sentences, clauses, phrases, or words • A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. • To expand a sentence you add details 	<ul style="list-style-type: none"> • We follow grammar rules so that our writing makes sense to our reader. • We follow grammar rules to effectively communicate with others. • Authors follow conventional rules to effectively communicate with others • Sentences are a form of communication • Sentences convey a thought or idea 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	to the sentence.		
L.1.1a	<ul style="list-style-type: none"> All upper- and lowercase letters 	<ul style="list-style-type: none"> Authors follow conventional rules to effectively communicate with others 	Print all upper- and lowercase letters.
L.1.1c	<ul style="list-style-type: none"> Singular and plural nouns with matching verbs in basic sentences Personal pronouns refer to a 	<ul style="list-style-type: none"> We follow grammar rules so that our writing makes sense to our reader. 	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop).
L.1.2	<ul style="list-style-type: none"> Capitalization is the use of uppercase letters to signal where sentences begin and to indicate that words are proper nouns. Ending punctuation signals the end of a sentence (e.g., period, question mark, exclamation point). Commas are punctuation marks that are used for a variety of reasons, typically to separate words or word groups. Spelling conventions are the rules concerning the correct ways to spell words. Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2b	<ul style="list-style-type: none"> Ending punctuation signals the end of a sentence (e.g., period, question mark, exclamation point). 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Use end punctuation for sentences.
L.1.2d	<ul style="list-style-type: none"> Spelling conventions are the rules concerning the correct ways to spell words. 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e	<ul style="list-style-type: none"> Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4	<ul style="list-style-type: none"> Words can have multiple meanings A phrase is a sequence of two or more words A complete sentence completes a thought or idea. It can be a statement, 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word Context clues help determine word meaning 	Determine or clarify the meaning unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

	<p>question, command, or wish.</p> <ul style="list-style-type: none"> • A prefix is a group of letters placed in front of a base word to change its meaning (e.g., <i>preplan</i>) • A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). • Root words are base words. • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). • Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. • Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> • Word parts change the meaning of the sentences/phrases 	
L.1.6	<ul style="list-style-type: none"> • Content or academic vocabulary words 	<ul style="list-style-type: none"> • Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning 	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	Unit Performance Assessment: Writing: <i>"Think of a topic that you've studied or that you know a lot about. Tomorrow, you will have two forty-five minute sessions to write an informational (or all-about) text that teaches others interesting and important information and ideas about a topic. Please keep in mind that you'll have only two sessions to complete this, so you'll need to plan, draft, revise, and edit in two sessions. Write in a way that shows all that you know about informational writing. In your writing make sure</i>	R/R Quadrant 21 Century C Creative Thinking
2	W.1.2 L.1.2		

		<p>you:</p> <ul style="list-style-type: none"> • <i>Introduce the topic you will teach about</i> • <i>Include lots of information</i> • <i>Organize your writing</i> • <i>Use transition words</i> • <i>Write an ending.</i> <p>Information Rubric</p>	Communication Critical Thinking
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN
<p>Pre-assessment: Writing: <i>“Think of a topic that you’ve studied or that you know a lot about. Tomorrow, you will have two forty-five minute sessions to write an informational (or all-about) text that teaches others interesting and important information and ideas about a topic. Please keep in mind that you’ll have only two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sessions. Write in a way that shows all that you know about informational writing. In your writing make sure you:</i></p> <ul style="list-style-type: none"> • <i>Introduce the topic you will teach about</i> • <i>Include lots of information</i> • <i>Organize your writing</i> • <i>Use transition words</i> • <i>Write an ending.</i>

Reader’s Workshop
Word Detectives Use All They Know to Solve Words

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	RF.1.2 RF.1.3	<p>1. Word Detectives Are Always on the Lookout (Session 1)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know decoding strategies • Understand strategies help us solve unknown words • Be able to be a word detective when solving tricky words <p>a. Connection: The teacher will share a top-secret letter rallying readers to take on the challenging work of becoming word detectives.</p> <p>b. Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Demonstrate getting stuck on a tricky word. Then, prompt partners to work together to solve it. Challenge readers to solve another word, highlighting this word in the text. Prompt readers to reread once they solve an unknown word or correct a mistake as a way to check their reading and build fluency. <p>c. Link: The teacher will remind students to reference the new anchor chart, “How to Be a Word Detective,” when they encounter tricky words in their books.</p> <p>d. Mid Workshop Teaching Point: The teacher will explain to students you want to check in with them quickly to see if they have been on the lookout as they read. Encourage them to continue being detectives-in-training.</p> <p>e. Share: The teacher will remind readers of the importance of monitoring and set up partners to check their reading together.</p> <p>Session 1 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Providing Reinforcement</p>	<p>B Critical Thinking Communication Collaboration</p>
1	RF.1.2 RF.1.3 RF.1.4	<p>2. Word Detectives Look Closely (Session 2)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know word solving strategies • Understand there are multiple ways to solve unknown words • Be able to look across words carefully to solve them <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Ask children to bring whiteboards and dry erase markers for today’s lesson. Channel students to study several pictures in order to determine that detectives have the important job of looking closely at things. <p>b. Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Use magnetic letters to highlight the work of looking across a word. Help children transfer this strategy to continuous text by practicing in a demonstration text. <p>c. Link: The teacher will recap today’s strategy and remind students to draw on their growing repertoire for solving words.</p> <p>d. Mid Workshop Teaching Point: The teacher will explain that partners help each</p>	<p>Setting Objectives</p> <p>Nonlinguistic Representation</p> <p>Practice</p>	<p>B Critical Thinking Communication Collaboration</p>

		<p>other solve words.</p> <p>e. Share: The teacher will praise and name the detective work students have done today. Then teach them a song to help them remember to look across words carefully.</p> <p>Session 2 Appendix Document</p>	Cooperative Learning	
1	RF.1.2 RF.1.3 RF.1.4	<p>3. Readers Investigate What Makes a Good Reading Partner (Session 5)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know different reading strategies Understand reading strategies help us solve unknown words Be able to work in reading partnerships effectively <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Ask readers to show off all they have learned across this first bend. Present the last envelope revealing today's mission. State the inquiry question. <p>b. Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Set students up to investigate the behaviors that make (and don't make) a strong reading partner. Demonstrate what a good reading partnership looks like. Collect ideas from students: the qualities of strong reading partnerships. <p>c. Link: The teacher will reinforce the ways partners can monitor each other's reading.</p> <p>d. Mid Workshop Teaching Point: The teacher will model a special detective checklist to fix up problems.</p> <p>e. Share: The teacher will teach readers to practice their word-solving skills by playing a game called "Guess the Covered Word." Then, coach readers to check their work when they uncover the word.</p> <p>Session 5 Appendix Documents</p>	Setting Objectives Reinforcing Effort Cooperative Learning Cues, Questions	B Critical Thinking Collaboration Communication
1	RF.1.2 RF.1.3 RF.1.4 L.1.2 L.1.6	<p>4. Word Detectives Read Words in a Snap (Session 6)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know snap words Understand the more words you know the more fluently you read Be able to read fluently <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Announce that the class's training as detectives is done-they are now officially word detectives. Celebrate this achievement by showing children their badges. Inform your readers that their job as word detectives isn't yet done. Challenge them to take on a new mission: to learn more snap words and use them in their reading. <p>b. Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Lead the class in a warm-up, using the word wall to review known sight words. 	Setting Objectives Providing Recognition	B Critical Thinking Communication

1	RF.1.2 RF.1.3 RF.1.4 L.1.2	<p>6. Word Detectives Use Word Parts They Know to Read New Words (Session 15)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know word solving strategies • Understand parts of a word can be used to decode unfamiliar words • Be able to use strategies to solve unknown words <p>a. Connection: The teacher will invite the class to sing the song, “Readers Look Closely!” Name the strategies they’ve learned to help them look closely and suggest a new one: noticing when a part of a word is familiar.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Suggest that children can use parts from two or three words to solve a tricky word. Model this with a word from the demonstration text. ii. Recruit children to help solve another word. Name out what you notice and ask for children to signal if they noticed those parts too. <p>c. Active Engagement: The teacher will set partners up to practice solving mystery words together by finding parts that look like words they know.</p> <p>d. Link: The teacher will remind children of the new way they learned to look closely at words. Point out that their new word scanners can help them with this work.</p> <p>e. Mid Workshop Teaching Point: The teacher will revisit words and make them into stronger snap words.</p> <p>f. Share: The teacher will lead the students in writing a collective thank you letter.</p> <p>Session 15 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Practice</p>	<p>B</p> <p>Critical Thinking</p> <p>Cooperative Learning</p> <p>Communication</p>
1	RF.1.2 RF.1.3 RF.1.4 SL.1.1 SL.1.6 L.1.1	<p>7. Word Detectives Smoothing Out Their Reading (Session 17)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know how to reread • Understand rereading helps you understand the text • Be able to read fluently <p>a. Connection: The teacher will invite children to share all they’ve learned about being word detectives. Pretend to be a reporter, interviewing them.</p> <p>b. Teaching: The teacher will demonstrate using all the strategies you know to solve a hard word in the demonstration text, then rereading to smooth out your voice and to put the sentences back together.</p> <p>c. Active Engagement: The teacher will invite partners to try the strategy you just modeled to read text and figure out tricky words, then reread more smoothly.</p> <p>d. Link: The teacher will set up children to use this strategy as they read: look closely to figure out hard words, then reread more smoothly.</p> <p>e. Mid Workshop Teaching Point: The teacher will model rereading to see more.</p> <p>f. Share: The teacher will remind readers that once they’ve solved tough words, they should reread in a few ways. Suggest they listen carefully, and make their reading voice sound smoother and more like talking.</p> <p>Session 17 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Practice</p>	<p>B</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>
1	RF.1.2	8. Word Detectives Show Off Their Skills (Session 18)	Setting	C

	RF.1.3 RF.1.4 SL.1.1 SL.1.6 L.1.1	Objectives: Students will: <ul style="list-style-type: none"> • Know word solving strategies • Understand there are many ways to solve unknown words • Be able to use strategies to solve unknown words <p>a. Connection: The teacher will invite children to discuss and teach all their cool word-detective tools to each other.</p> <p>b. Teaching and Active Engagement: The teacher will help students revisit and apply word-solving strategies from this unit.</p> <p>c. Link: The teacher will set up word detectives to draw on all they know to solve tough words.</p> <p>d. Mid Workshop Teaching Point: The teacher will reveal the students final mission (solve a secret message using all of their word solving skills).</p> <p>e. Share: The teacher will collect mystery words from partners in the right order to form a sentence.</p> <p>Session 18 Appendix Documents</p>	Objectives Reinforcing Effort Practice	Communication Collaboration Critical Thinking
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Writer's Workshop

Writing How-to Books (FHSD Created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1	RI.1.2 SL.1.1	<p>1. Title Introduction to How-To Books</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know that how-to books teach something • Understand how-to books have steps to teach a reader • Be able to generate a list of things they know how to do <p>a. Connection: The teacher will read a how-to book to the class. After reading the book discuss why the author might have written this book? Who is the audience?</p> <p>b. Teaching: The teacher will explain how authors write about things that they know how to do so they can teach others.</p> <p>c. Active Engagement: The students will turn and talk to a partner, sharing things they know how to do step by step. Remind them to keep in mind who their audience will be.</p> <p>d. The teacher calls on exemplar students with their step by step examples.</p> <p>e. Link: The teacher explains how these examples could be topics for future writing of how-to books.</p> <p>f. Mid-Workshop Teaching: The teacher will find a student's writing that wrote each step on a new page. The teacher will then call the class's attention to this</p>	Setting Objectives Cooperative Learning	A Communication Creativity

		<p>organization.</p> <p>g. Share: The teacher reads another How-to book to the class. The class discusses the structure of the book and asks if any students have a similar structure in their writing.</p>		
1	W.1.2 W.1.5 SL.1.1	<p>Title: Writing Step-by-Step</p> <p>Objectives: Students will...</p> <ul style="list-style-type: none"> Know that tasks have a sequential order Understand steps of a task need to be in a specific order to make sense Be able to write a how-to piece in a sequential order <p>a. Connection: The teacher demonstrates the importance of tell steps in a sequential order (ex: You wouldn't brush your teeth before breakfast, put your shoes on before your socks, etc.)</p> <p>b. Teaching: The teacher will revisit the steps to get out of the building safely in the case of a fire. As the students name the steps, the teacher writes them on chart paper.</p> <p>c. Active Engagement: Recall something you told your partner yesterday something that you know how to do well. Now tell your partner the steps you need to do to complete the task.</p> <p>d. Link: The teacher refers back to the steps of the fire example and discusses why it is important to put things in a sequential order. Explain to the students that when they write a how-to piece, they need to put their steps in order.</p> <p>e. Mid-Workshop Teaching: The teacher asks the class to stop and reread what they have already written to check for sequential steps. Students stop and revise if they need to add details to make their steps more clear.</p> <p>f. Share: Ask for a student who did revise to share with the class what they revised and why.</p>	Setting Objectives Cooperative Learning Advance Organizer Practice	B Communication Critical Thinking
1	W.1.2 W.1.5 SL.1.1	<p>Title: Writing with Transition Words</p> <p>Objectives: Students will...</p> <ul style="list-style-type: none"> Know that transition words help sequence steps Understand that transition words organize your writing Be able to use transition words in their writing <p>a. Connection: The teacher will demonstrate the importance of transition words by giving step by step directions on how to draw a house. (Ex. First draw a rectangle near the bottom of your white/dry erase board. Next, draw a triangle on top of your rectangle that fits directly on top, Then...Last...)</p> <p>b. Teaching: On chart paper show the students a set of directions with transition words. The teacher will guide the students to identify the transition words.</p> <p>c. Active Engagement: Working in small groups the students will write a set of directions using transition words (Ex; How to draw a jack-o-lantern, face, snowman). They will trade their directions with another group and follow the</p>	Setting Objectives Advance Organizer	B Communication Collaboration Creativity

		<p>directions.</p> <p>d. Link: Students share their drawings; teacher reminds student of the importance of including transition words when they are writing independently today..</p> <p>e. Mid-Workshop Teaching: The teacher asks the class to stop and reread their writing. Revise, if necessary, to add transition words.</p> <p>f. Share: The students show their partner where their transition words are in their piece.</p>	<p>Cooperative Learning</p> <p>Practice</p>	
1	<p>W.1.5</p> <p>L.1.1</p> <p>L.1.2b</p> <p>L.1.2d</p> <p>L.1.2e</p>	<p>Title: Editing with a Checklist</p> <p>Objectives: Students will...</p> <ul style="list-style-type: none"> Know writers edit their writing Understand writers edit their writing to make it easy to read Be able to use a checklist to edit their work <p>a. Connection: Share a how-to piece of writing that is need of editing. Discuss with the students why it is hard to read.</p> <p>b. Teaching:Teacher discusses with class the reasons for using an editing checklist. The teacher models how to use an editing checklist (use Conventions and Spelling sections only) to edit the how-to piece to make it easier to read.</p> <p>c. Active Engagement: Students look through previously written how-to pieces of writing. They select a piece they would like to publish. Students use their editing checklist to make their writing easier to read.</p> <p>d. Link: The teacher will tell children to use the editing checklist to get their how-to piece ready to publish. Remind them to use spelling and ending punctuation strategies also to edit future pieces.</p> <p>e. Mid-Workshop Teaching: After students edit their own writing, they meet with their partner and reread their how-to pieces to make them better.</p> <p>f. Share: Students find a new partner and share what editing improvements they made.</p> <p>g. Appendix Document: student friendly editing checklist Student Friendly Scoring Guide or FHSD Student Friendly Scoring Guide</p> <p>Students can continue to publish their work by adding a front cover, author page, etc. Students will need a published piece for Celebration</p>	<p>Setting Objectives</p> <p>Practice</p>	<p>B</p> <p>Critical Thinking</p> <p>Collaboration</p> <p>Communication</p>
2	<p>SL.1.1</p>	<p>Title: How-to Celebrations</p> <p>Objectives: Students will...</p> <ul style="list-style-type: none"> Know writers celebrate their writing by sharing with an audience. Understand writers take several steps to write a piece that will be shared with others. Be able to share their writing with others and actively listen to classmate's stories. <p>Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> Reading to book buddies or another classroom 	<p>Setting Objectives</p>	<p>D</p> <p>Communication</p> <p>Collaboration</p>

		<ul style="list-style-type: none"> Families may be invited Hold a toast to the writers Get feedback from invited guests Hanging or placing books in a viewing place Make bulletin boards with student work 		
<h2>Language/Word Study Block</h2>				
1	RL.1.1 RL.1.2 RL.1.3 RL.1.4 RF.1.1 RF.1.4 SL.1.1 SL.1.2 SL.1.4 SL.1.6	Interactive Read Aloud Session 1: <ul style="list-style-type: none"> Introduce <i>Nate the Great</i> and take a picture walk Read blurb on the back Model reading with expression Model a think aloud, predicting what might happen in the mystery Retell story with a partner Session 2: <ul style="list-style-type: none"> Recap story Have students listen to the story with a different lens Use picture clues to help understand the story Partners retell key details of the story 	Setting Objectives Cues, Questions Cooperative Learning	B Communication Collaboration Critical Thinking
1	RF.1.1 RF.1.4	Shared Reading <i>The Birthday Boy</i> Lessons Include <ul style="list-style-type: none"> Using meaning, syntax, and visual information to solve tricky words Cross-checking sources of information (MSV) Word study Fluency Putting it all together (synthesizing) 	Cues, Questions	C Critical Thinking
1	RF.1.2 RF.1.3 RF.1.4	Benchmark Phonics Unit 2: Many Kinds of Animals 	Similarities & Differences Homework & Practice	B Collaboration Critical Thinking
1, 2, 3	L.1.4	Interactive Vocabulary The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:	Organizers Cooperative Learning Similarities &	B/C Critical Thinking Communication

		Book. As needed teachers will provide practice time for students who need support in print handwriting.		
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Unit 2: Resources

UNIT RESOURCES	
<p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> • Writing How-to Books unit • <i>Word Detectives: Strategies for Using High-Frequency Words and For Decoding</i> • <i>Nate the Great</i> by Sharmat, Marjorie • Variety of books fiction and nonfiction • Benchmark Phonics Lessons • Copy of alphabet chart for each child (from Benchmark Phonics) • How-to books • FHSD First Grade Sight Words • 	
<p><u>Student Resources:</u></p> <ul style="list-style-type: none"> • Access to a variety of text • Post its • Access to a variety of paper choices • Tiny topic notebook (optional) • Variety of writing tools • Access to a variety of texts • FHSD First Grade Sight Words 	
<p><u>Vocabulary:</u></p> <p>Confirm- to check you were correct</p> <p>Expression- convey emotion or feeling when reading</p> <p>Preview- look at before</p> <p>Retell- use details to tell about events that occurred, what happened or a story in order</p>	

Unit 3: Learning About the World: Reading Nonfiction & Nonfiction Chapter Books

Content Area: English Language Arts	Course: First Grade	UNIT: Learning About the World: Reading Nonfiction & Nonfiction Chapter Books
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<p>Unit Description:</p> <p>Reading: This unit balances support for reading nonfiction reading with support for the reading processes. The unit begins with the students learning that nonfiction readers become super smart about many topics. Readers develop good reading habits for decoding unfamiliar words and understanding new vocabulary words. The students will focus on building fluency, studying craft, teaching students how to revisit texts to read in smoother voices and sound like experts, and to notice craft moves authors make and that they can also make and discuss. The unit will end with the students planning and sharing their own read alouds with others.</p> <p>Writing: This informational writing unit begins with instruction in how to write a basic type of information book - a picture book - and ends with students creating multiple information chapter books filled with elaboration, interesting text elements, and pictures. Students will learn to answer readers questions and use those questions to add and subtract information from their writing. The unit ends with a celebration where students will share a favorite book they have written with an audience.</p>	<p>Unit Timeline: 20 days</p>
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Engage in a variety of text for enjoyment and learning by reading fluently with comprehension
- Communicate their ideas for a variety of purposes through written expression
- Collaboratively communicate with peers and adults

Understandings – *Students will understand that... (Big Ideas)*

1. Effective readers use strategies to decode, comprehend, and discuss a variety of texts.
2. Effective writers use structure to communicate ideas clearly for a variety of purposes and audiences.

Essential Questions: *Students will keep considering...*

- What strategies do I use to read a text?
- What strategies do I use to understand what I have read?
- How do I share my learning with others?
- How do I communicate in writing so it makes sense to others?
- How do I decide who will be reading my writing and why am I writing it?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.1.10	<ul style="list-style-type: none"> How to read connected words on a page. How to read and understand texts independently 	<ul style="list-style-type: none"> Words on a page have meaning. 	With prompting and support, students read prose and poetry of appropriate complexity for grade 1.
RI.1.1	<ul style="list-style-type: none"> A question is something you ask to gain information or clarify understanding Questions should be on topic and relevant to the discussion or text A key detail supports the main topic of a story A text is something you read Informational texts include nonfiction texts, informational narratives (biography, history, journals, and diaries). Informational texts are written for a variety of purposes and audiences. 	<ul style="list-style-type: none"> Readers ask questions about reading Readers answer questions to confirm understanding of what they are reading 	Ask and answer questions about key details in a text.
RI.1.2	<ul style="list-style-type: none"> The main topic of a book refers to what an informational text is all about. It's the most important or central idea of a paragraph or text. Key details and ideas support the larger ideas the text develops over time. Key details support the main topic of the text. 	<ul style="list-style-type: none"> Not all details and ideas are equally important, some matter more than others 	Identify the main topic and retell key details of a text.
RI.1.3	<ul style="list-style-type: none"> A connection is when one idea, event, piece of information interacts with or related to another idea, event, piece of information. An event is something that happened in the text 	<ul style="list-style-type: none"> Readers consider cause and effect or why things turned out how they did. Connections help readers understand the text 	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	<ul style="list-style-type: none"> A phrase is a sequence of two or more words Interpret is a way of explaining what an author wrote using more accessible, familiar language. Asking questions helps a reader engage and understand a text better 	<ul style="list-style-type: none"> Students need to understand the meanings of all words and phrases in a text. Readers use different strategies to figure out unknown words (decoding, context clues, etc.). 	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

		<ul style="list-style-type: none"> • Readers need to know that after they decode unknown words they also need to know the meanings. • Readers understand that some words and phrases are used figuratively. • Monitor their reading and fix it when it breaks down 	
RI.1.5	<ul style="list-style-type: none"> • Text features are features of an informational text that help the reader get information. 	<ul style="list-style-type: none"> • Text features help the reader gain understanding of a text 	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	<ul style="list-style-type: none"> • Pictures/illustrations provide information about the text • Words provide information about the text 	<ul style="list-style-type: none"> • Information from pictures or illustrations add to the text and help the reader understand the text better 	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	<ul style="list-style-type: none"> • Evidence from a text includes words or phrases from the text and the evidence from the illustrations • An illustration is the picture that accompanies a text • Photographs are real-life pictures taken by a camera • Non fiction texts have different illustrations than fiction 	<ul style="list-style-type: none"> • What evidence could look like in illustrations and in words • Illustrations and words are important to understand texts 	Use the illustrations and details in a text to describe its key ideas.
RI.1.9	<ul style="list-style-type: none"> • A similarity is how things are the same • A difference is how things are not alike • A text is something you read • A topic is the main subject or content at hand • A description is the act of describing • A procedure is a step-by-step manner of conducting an action 	<ul style="list-style-type: none"> • That to find similarities and differences you must compare two things • That you can use text features (e.g. illustrations, descriptions, procedures) to determine similarities and differences 	Students identify basic similarities in and contrast the most important points presented by two texts on the same topic.
RI.1.10	<ul style="list-style-type: none"> • Reading strategies • Grade level phonics • Sight words 	<ul style="list-style-type: none"> • The importance of monitoring their reading for meaning • Readers use a variety of strategies to access the text • Concepts of print 	With prompting and support, students read informational texts appropriately complex for grade 1.

		<ul style="list-style-type: none"> What good readers sound like (fluency) 	
RF.1.2	<ul style="list-style-type: none"> Words are made of sounds. 	<ul style="list-style-type: none"> Words can be broken into single sounds. Words can be blended to make a word. 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	<ul style="list-style-type: none"> Vowels are phonemes that are <i>voiced</i> and <i>open</i>. Long vowels Short vowels 	<ul style="list-style-type: none"> How to apply the knowledge of letter-sound relationships 	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	<ul style="list-style-type: none"> Blending is putting individual sounds together 	<ul style="list-style-type: none"> Words can be broken into parts 	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Blending is putting individual sounds together. 	<ul style="list-style-type: none"> Words can be broken into parts. Combining individual sounds together to make a word. Words can be broken apart by individual sounds. 	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	<ul style="list-style-type: none"> The beginning is where something starts The middle is between the beginning and the end The end is where something stops Blending is putting individual sounds together Segmenting is taking a word and breaking it apart into syllables or individual sounds 	<ul style="list-style-type: none"> Words can be broken into parts. Combining individual sounds together to make a word. Words can be broken apart by individual sounds. 	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	<ul style="list-style-type: none"> Sight words or high-frequency words are words we need to know automatically 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	<ul style="list-style-type: none"> Consonant digraphs are two or more consonants representing a single sound, such as <i>kn</i> and <i>ck</i>. 	<ul style="list-style-type: none"> Consonant digraphs can be at the beginning or ending of a word 	Know the spelling-sound correspondences for common consonant digraphs
RF.1.3b	<ul style="list-style-type: none"> A letter represents a sound Letters strung together in a sequence make words 	<ul style="list-style-type: none"> Specific letter sequence make words 	Decode regularly spelled one-syllable words.
RF.1.3c	<ul style="list-style-type: none"> Final -e (CVCe), the vowel in CVCe words are 	<ul style="list-style-type: none"> Apply the knowledge of 	Know final -e and common vowel

	<ul style="list-style-type: none"> given a long sound by the silent e. Vowel teams are when two vowels together make the same long vowel sound almost all of the time (e.g., <i>ee</i>, <i>ea</i>, <i>ai</i>, and <i>oa</i>). 	letter-sound relationships	team conventions for representing long vowel sounds.
RF.1.3d	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3g	<ul style="list-style-type: none"> Irregularly spelled words (e.g., <i>been</i> and <i>come</i>) 	<ul style="list-style-type: none"> Some words do not follow spelling patterns and cannot be sounded out 	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. Readers reread to fix mistakes. Readers reread to check understanding. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. Reading strategies support understanding 	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	<ul style="list-style-type: none"> Readers read to be entertained, to learn, or to get informed, etc) Readers comprehend what they are reading 	<ul style="list-style-type: none"> Reading strategies support understanding Reading has many purposes 	Read on-level text with purpose and understanding.
RF.1.4b	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. 	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	<ul style="list-style-type: none"> Readers reread to fix mistakes. Readers reread to check understanding. 	<ul style="list-style-type: none"> Reading strategies support understanding Readers read text with accuracy to comprehend. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.2	<ul style="list-style-type: none"> Closure is at the end of an informational/explanatory text Concluding Statement wraps up the piece Informative/explanatory texts are texts written to give information or explanations about the natural world and other topics. A fact is real; truth A topic is the main subject or content at hand Inform is to give knowledge 	<ul style="list-style-type: none"> Informational/explanatory texts are defined by their object to inform and explain about a topic using facts Author's use text features to convey information Difference between fact and fiction 	Write informative/explanatory texts in which they name a topic; supply some facts about the topic, and provide some sense of closure.

	<ul style="list-style-type: none"> Explaining is to make known in detail Organization in writing is a structure An audience is who will hear/see the piece Different types of information writing (how to, question and answer, etc.) 	<ul style="list-style-type: none"> The audience you are writing to will affect how the piece is written 	
W.1.5	<ul style="list-style-type: none"> Details are the information provided Elaboration is talking in more detail Examples are clear cut explanations Editing is fixing spelling, punctuation, and grammar errors Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized. 	<ul style="list-style-type: none"> Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process) 	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.7	<ul style="list-style-type: none"> How to gather information about a topic. Where to look for information. Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. 	<ul style="list-style-type: none"> Research can be done in a variety of ways to learn about a topic Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.
W.1.8	<ul style="list-style-type: none"> Information can be gathered from a variety of sources (e.g., research, books, internet, experience, etc). How to answer a question 	<ul style="list-style-type: none"> Some sources are more credible than others Writing can answer questions others or I have about a topic Information for a writing piece can come from a variety of sources 	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	<ul style="list-style-type: none"> Collaborative conversations involve discussing ideas and working jointly with others to create new thinking. Partners are who you share information with 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion 	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in

	<ul style="list-style-type: none"> • Rules of discussion • Listening in discussion • Responding is building on someone's remark or asking/answering a question • Comments are when you make a reference to someone's remark before adding your thoughts • Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added • Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> • There are different purposes when speaking at different times and with different people • Listening to a person's response helps deepen your understanding • Listening to a person's response helps form your comments • That your response should be related to the topic of the conversation • The questions you ask questions in conversations help to clarify your understanding • Collaborative conversations include all voices • The rules of conversation make sure all members benefit from the conversations 	small and larger groups.
SL.1.1b	<ul style="list-style-type: none"> • Responding is building on someone's remark or asking/answering a question • Comments are when you make a reference to someone's remark before adding your thoughts • Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added • Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion • Listening to a person's response helps deepen your understanding • Listening to a person's response helps form your comments • That your response should be related to the topic of the conversation • The questions you ask questions in conversations help to clarify your understanding • Collaborative conversations include all voices • The rules of conversation make sure all members benefit from the conversations 	Build on others talk in conversations by responding to the comments of others through the multiple exchanges.
SL.1.2	<ul style="list-style-type: none"> • Not all details are equally important • Key details support the main topic/idea • A question is something you ask to gain information or clarify understanding • Answers are spoken or written replies to a question 	<ul style="list-style-type: none"> • You gain meaning from a text by asking questions • You gain meaning from text from listening to information being presented orally and asking questions 	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

	<ul style="list-style-type: none"> Media includes print, pictures, and illustrations A read aloud is when students actively listen to and discuss a text read aloud 	<ul style="list-style-type: none"> How to identify the ideas & details that matter the most in text 	
SL.1.3	<ul style="list-style-type: none"> A question is something you ask to gain information or clarify understanding Answers are spoken or written replies to a question A speaker/presenter Know what to do when they do not understand something Know what to do to seek clarification 	<ul style="list-style-type: none"> A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented. To clarify something you do not understand requires you to ask questions 	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	<ul style="list-style-type: none"> People Places Things Events 	<ul style="list-style-type: none"> Details help others to better understand what they are presenting. 	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	<ul style="list-style-type: none"> Ideas are thoughts Thoughts are the product of mental activity Feelings are emotions or emotional perceptions Visual displays can be tables, charts, graphs, and other infographics used to visually explain or otherwise convey an idea, especially one that is complicated or abstract Descriptions are statements or descriptions in words Drawing is a sketch, plan, or design 	<ul style="list-style-type: none"> Visual displays help people understand what they are presenting Visual displays help the presenter convey an idea, thought or feeling. 	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	<ul style="list-style-type: none"> A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. 	<ul style="list-style-type: none"> What they are trying to express Purpose of their presentation The audience determines the type of language and presentation used 	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)
L.1.1	<ul style="list-style-type: none"> All upper- and lowercase letters Common nouns are words that name persons, places, things, animals, or abstract ideas Proper noun is a particular person, place, thing, animal, or idea (e.g., Abraham Lincoln, Lincoln Memorial, President's Day, etc.) Possessive nouns are nouns that show ownership (e.g., John's car, Allehandra's book, etc) 	<ul style="list-style-type: none"> We follow grammar rules so that our writing makes sense to our reader. We follow grammar rules to effectively communicate with others. Authors follow conventional rules to effectively communicate with others 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<ul style="list-style-type: none"> • Singular and plural nouns with matching verbs in basic sentences • Personal pronouns refer to a particular person, place, or thing • Possessive pronouns show ownership (e.g., his, hers, theirs) • Indefinite pronouns are not specific in regard to which nouns they replace (e.g., anyone, someone, few) • Verbs to convey a sense of past, present, and future frequently occurring adjectives. • Adjectives are words that modify or describe a person or thing in a sentence. • Frequently occurring conjunctions • Determiners are words that modify nouns, such as articles (e.g., a, an, the) • Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence • How to produce and expand complete simple • Conjunctions are words that join together sentences, clauses, phrases, or words • A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. • To expand a sentence you add details to the sentence. 	<ul style="list-style-type: none"> • Sentences are a form of communication • Sentences convey a thought or idea 	
L.1.1a	<ul style="list-style-type: none"> • All upper- and lowercase letters 	<ul style="list-style-type: none"> • Authors follow conventional rules to effectively communicate with others 	Print all upper- and lowercase letters.
L.1.1d	<ul style="list-style-type: none"> • Personal pronouns refer to a particular person, place, or thing • Possessive pronouns show ownership (e.g., his, hers, theirs) • Indefinite pronouns are not specific in regard to which nouns they replace (e.g., anyone, someone, few) 	<ul style="list-style-type: none"> • We follow grammar rules so that our writing makes sense to our reader. 	Use personal possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything)
L.1.1f	<ul style="list-style-type: none"> • Adjectives are words that modify or describe a person or thing in a sentence. 	<ul style="list-style-type: none"> • Adjectives provide more information 	Use frequently occurring adjectives.

L.1.1g	<ul style="list-style-type: none"> Conjunctions are words that join together sentences, clauses, phrases, or words 	<ul style="list-style-type: none"> We follow grammar rules so that our writing makes sense to our reader. 	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.2	<ul style="list-style-type: none"> Capitalization is the use of uppercase letters to signal where sentences begin and to indicate that words are proper nouns. Ending punctuation signals the end of a sentence (e.g., period, question mark, exclamation point). Commas are punctuation marks that are used for a variety of reasons, typically to separate words or word groups. Spelling conventions are the rules concerning the correct ways to spell words. Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2c	<ul style="list-style-type: none"> Commas are punctuation marks that are used for a variety of reasons, typically to separate words or word groups. 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Use commas in dates and to separate single words in a series.
L.1.2d	<ul style="list-style-type: none"> Spelling conventions are the rules concerning the correct ways to spell words. 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e	<ul style="list-style-type: none"> Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4	<ul style="list-style-type: none"> Words can have multiple meanings A phrase is a sequence of two or more words A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). Root words are base words. 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word Context clues help determine word meaning Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

	<ul style="list-style-type: none"> • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). • Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. • Multiple-meaning words are words that mean more than one thing, depending on the context 		
L.1.5	<ul style="list-style-type: none"> • Define is to explain • Categories are classifying objects into groups • Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives • Adjectives are words that modify or describe a person or thing in a sentence. • Verbs are action words • Intensity of words how a word can change the emotion/energy of the word • Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces. 	<ul style="list-style-type: none"> • Words have a variety of meaning • Words express how the author feels • Creating categories of words can help with understanding the meaning of the words • Real life connections help anchor meaning of words • Adjectives can convey how the author feels 	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	<ul style="list-style-type: none"> • Content or academic vocabulary words 	<ul style="list-style-type: none"> • Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning 	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
		Reading: Students are formatively assessed throughout the quarter using running records aligned	21 Century

1	RL.1.10 RI.1.10 RL.1.1 RI.1.1	<p>with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.</p> <p>Standards Assessed: RL.1.10, RI.1.10</p> <p>Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">First Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>D-E</td> <td>C</td> <td>B or below</td> </tr> <tr> <td>2nd Quarter</td> <td>F-G</td> <td>E</td> <td>D or below</td> </tr> <tr> <td>3rd Quarter</td> <td>I</td> <td>F-H</td> <td>E or below</td> </tr> <tr> <td>4th Quarter</td> <td>J</td> <td>H-I</td> <td>G or below</td> </tr> </tbody> </table> <p>Reading Benchmark: Teacher will use reading benchmark and protocol to assess students on priority standards in reading.</p> <p>Teacher Protocol & Blueprint</p>	First Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	D-E	C	B or below	2 nd Quarter	F-G	E	D or below	3 rd Quarter	I	F-H	E or below	4 th Quarter	J	H-I	G or below	<p>C</p> <p>Critical Thinking Communication</p>
First Grade Reading Level Expectations																											
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2 nd Quarter	F-G	E	D or below																								
3 rd Quarter	I	F-H	E or below																								
4 th Quarter	J	H-I	G or below																								

Unit 3: Sample Activities

SAMPLE LEARNING PLAN	
<p>Pre-assessment: <i>“Think of a topic that you’ve studied or that you know a lot about. Tomorrow, you will have two forty-five minute sessions to write an informational (or all-about) text that teaches others interesting and important information and ideas about a topic. Please keep in mind that you’ll have only two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sessions. Write in a way that shows all that you know about informational writing. In your writing make sure you:</i></p> <ul style="list-style-type: none"> • <i>Introduce the topic you will teach about</i> • <i>Include lots of information</i> • <i>Organize your writing</i> • <i>Use transition words</i> • <i>Write an ending.</i> 	

Reader’s Workshop				
Learning About the World: Reading Nonfiction (BK. 2)				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	RL.1.7	1. Getting Started as a Nonfiction Reader (Session 1)		C

		<p>type of monkey.</p> <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Encourage the students to read in unison another page of the book. Tell them to zoom in on the words and picture to learn all they can. Then students need to turn and talk to a partner naming all the things they learned on this one page. <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> Celebrate the way students engaged in an early version of close reading. Remind them that they need to slow down when they are reading nonfiction to learn as much as you can on each page. <p>e. Mid-Workshop Teaching Point: The teacher will explain that when we stop and slow down our reading of nonfiction we can predict what might come on the next in the book. For example, if you read 'There are many kinds of storm clouds,' then you might guess, I bet the next page will tell about some of those kinds of storm clouds.'</p> <p>Session 2 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Reinforcing Effort</p>	
1	<p>RF.1.2</p> <p>RF.1.3</p> <p>RF.1.4</p> <p>L.1.4</p>	<p>3. Readers Learn More By Chatting About What's Happening (Session 3)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know what it means to use your own words and ideas to have a chat in their minds while reading. Understand that using your own words and ideas to have a chat in their minds about a book while reading, will help them to get smarter about their topics. Be able to use your own words and ideas to have a chat in their minds about a book, while reading. <p>a. Connection: The teacher will review the anchor chart "How to Get Smart about Nonfiction Books" and remind the students about the strategies they have been using. They will now add a new strategy Post-It to the chart: <i>Chat about a page or the book.</i></p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Explain, that to get really smart about a topic, you have to read the words on the page, and then use your own words, and your own ideas to talk about the book with yourself or a friend. Demonstrate this strategy using the book, <i>Hang On Monkey!</i> Read a page out loud together. <i>The Monkey hangs on a tree.</i> Then teacher will tell students to listen as she uses her own words and has a chat with herself about what is happening. "I see the baby monkey hanging on the mother's back. I think the big monkey is going to swing from the trees with the baby. The baby is going to have to hang on." Then the teacher will recap with the students. "Did you see how I thought about the pictures and the words, and I thought about what must have happened before and what might happen next. I had a little chat in my mind about the page." Then the teacher will invite the students to turn to the person next to them and tell them one thing they chatted about in their mind. <p>c. Active Engagement: The teacher will invite the students to read the next page. As you</p>	<p>Setting Objectives</p> <p>Practice</p>	<p>Critical Thinking Communication Collaboration</p>

		<p>read, have a chat in your mind as you think about what is happening. Remember to use your own words. After having a chat in your mind, try chatting with your partner.</p> <p>d. Link: The teacher will review all the strategies on the chart that remind us how to get smarter about our topics. Read the chart together.</p> <p>e. Share: Gather students together and tell them that using charts is a way to remind readers of ways to think and say more about a book. Finish reading <i>Hang On, Monkey!</i> together. Take time to stop, think and says more about the topic.</p> <p>Session 3 Appendix Documents</p>	Reinforcing Effort	
1	RL.1.1 RL.1.7 RF.1.2 RF.1.3 RF.1.4	<p>4. Readers Reread to Make Sure They Understand Their Books (Session 4)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know reading nonfiction text will help to learn facts about a topic. Understand that looking back and rereading nonfiction text can help you learn new/even more information Be able to read comprehend, and share facts from nonfiction text <p>a. Connection: The teacher will celebrate students' nonfiction book reading</p> <p>b. Teaching and Active Engagement: Teacher will:</p> <ol style="list-style-type: none"> Explain that when readers get to the end of a book they reflect on what they learned. Encourage students come up with 4-5 things they remember about monkeys from the text <i>Hang On Monkey</i> and students will share with a shoulder partner. pull the class back together and explain that to make sure we get as much as we can from a book that readers can look back and reread a book to remember all the book taught them. Reread the book <i>Hang On Monkey</i>. Will encourage students to share with their partner what they learned about monkeys and to include details they missed the first time. Explain to students that after looking back at the pages and rereading, you can remember even more things that you learned. <p>c. Link: The teacher :</p> <ol style="list-style-type: none"> Will encourage students to transfer what they learned today about looking back and rereading <i>Hang On Monkey</i> during independent reading. Students will read a nonfiction book, reflect on what they learned, look back at the book, and then reread the book to make sure they remember all that they learned. <p>d. Mid-Workshop Teaching Point:</p> <ol style="list-style-type: none"> The teacher will remind students that during reading they should try to remember what the book is teaching. The teacher will explain that many non-fiction books have labels and that reading the labels gives you even more information to learn <p>e. Sharing/Partner Time: The teacher will:</p> <ol style="list-style-type: none"> The teacher will direct students to find a partner and share what they learned. Students will to listen to a partner and encourage them to repeat and clarify what 	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cooperative Learning</p>	<p>C Collaboration Communication Critical Thinking</p>

		<p>text.</p> <ul style="list-style-type: none"> Be able to use features of nonfiction text to help learn the meanings of unfamiliar words in their reading. <p>a. Connection:Teacher will celebrate students' perseverance in using all you know in tackling tricky words, and encourage them to continue working through unfamiliar vocabulary.</p> <p>b. Teaching:Teacher will tell students that when readers come to a new word, they don't ignore those words. Readers say the words the best they can and think, "What does this new word mean?"</p> <p>c. Active Engagement:</p> <ol style="list-style-type: none"> Teacher will guide students in using pictures and context clues to figure out the meaning of unknown words by showing them a page of a book, in which two words from a sentence have been covered up. <i>If you break a bone, the doctor puts on a _____ until the bone _____.</i> Read the sentences together and when we come to a blank, think about what the word might be. Look at the pictures to help and then turn and talk to your partner. After students have had time to talk, uncover the words to reveal the sentence. <i>If you break a bone, the doctor puts on a cast until the bone heals.</i> <p>d. Link: Add the new strategy, <i>Say the word the best you can. Think about what it means.</i> To the anchor chart: Good Habits for Solving Words. Teacher will remind students to pay attention to the new words in their books, and make sure think about what they mean.</p> <p>e. Mid-Workshop Teaching Point:Teacher will tell students they can use the tools in their nonfiction books to help them learn and think about new words. The tools include table of contents, diagrams, word lists, and other text features.</p> <p>f. Share: Teacher will lead students in playing a game with new vocabulary from their reading. The students will choose a new word from their reading and then give their partner clues about the word. The partner will then try to guess the word. Then partners will switch,</p> <p>Session 10 Appendix Documents</p>	<p>Cues, Questions, and Organizers</p> <p>Reinforcing Effort</p>	n
1	RF.1.2 RF.1.3 RF.1.4 SL.1.1	<p>7. Readers Find and Think about Key Words (Session 11)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know what key words are within a nonfiction text Understand that searching for and defining (owning) key words helps us to understand the text Be able to search for key words about a topic and own these words <p>a. Connection:Teacher will explain that as we read nonfiction, we become experts on a topic, and becoming an expert means getting to know (even to own) the key words related to the topic. Use an example of what we are already experts on in our own lives. Ask students to stand and take a bow if they now a lot about soccer. Lead those student to name some key words about soccer. Why are these words important to understand if you know all</p>	Setting Objectives	B Critical Thinking Communication

		<p>ii. Encourage the audience to notice how the teacher reads like an expert. How do I change my voice, point to pictures, and stop at my post its to talk more about the topic?</p> <p>c. Active Engagement: The teacher will:</p> <p>i. Invite students to read aloud to their kindergarten buddies, first practicing on the rug before going off to their individual reading spots. Students will ask their buddy to pick a book and read like an expert.</p> <p>ii. Check in on buddy partnerships.</p> <p>d. Link: The teacher will:</p> <p>i. Send students off to read aloud to their buddies, reminding them to let their buddies select the books they want to hear.</p> <p>ii. Remind students that if they get stuck, they can refer to our class anchor chart: <i>How to Read Aloud Like an Expert</i></p> <p>e. Mid-Workshop Teaching: The teacher will compliment students on their read alouds and remind them that when reader finish a book, they do something, such as work with their buddies to list the things that the book taught them.</p> <p>f. Share: The teacher will guide students to look through their stack of books with their buddies and share their ideas for new possible basket titles (categories) they could come up with for our classroom library for each type of book. For example: Things that Fly, Amazing Places, All Things Under the Water, Changes, Things People Do, The scariest Things, etc...)</p> <p>Session 18 Appendix Documents</p>	Cooperative Learning	
			Reinforcing Effort	

Writer's Workshop

Nonfiction Chapter Books (BK. 2)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2	W.1.2 SL.1.1 SL1.5	<p>1.Writers Get Ready to Write by Teaching All About a Topic (session 1)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know informational writing Understand the differences between narrative and informational writing Be Able To choose a topic and state facts about that topic <p>a. Connection: The teacher will:</p>	Setting Objectives	B Creativity Communication Critical Thinking

		<p>writers do more than plan; they think about their audience.</p> <p>ii. Explain writers ask questions like: <i>Who will be reading my work? Who am I teaching? What questions will my readers (audience) want to know?</i></p> <p>b. Teaching: The teacher will:</p> <p>i. Have students tell a partner what they might write/teach about.</p> <p>ii. Model how writers think about their readers and questions they will ask. Then add more to their book by answers those questions.</p> <p>iii. Debrief by sharing anchor chart about "How can I teach my readers?" Think about and answer readers questions.</p> <p>c. Active Engagement: The teacher will have students role-play, with a partner, being readers and thinking of and answering questions that readers might have.</p> <p>d. Link: The teacher will remind students to ask and answer questions as they write and then add information as needed.</p> <p>e. Mid-Workshop Teaching: The teacher will get the students attention and teach students about writing twin sentences to elaborate. For example: <i>Cats eat in the morning and at night. Cats eat wet and dry food. They like wet food best.</i></p> <p>f. Share : The teacher will model how writers use an arrow to add more information to their writing, and remind students that they can add revising strips.</p> <p>Session 3 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Providing Practice</p>	
2	<p>W.1.5</p> <p>SL.1.1</p> <p>SL.1.2</p> <p>L.1.2.e</p>	<p>3. Nonfiction Writers Use Readers to Help Them Add and Subtract (session 6)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know what peer revision is Understand the importance of having other readers read their writing Be able to read a partner's writing and talk about places that may need more information or places where information needs to be taken away for clarity <p>a. Connection: The teacher will:</p> <p>i. Remind students that when we write we try to think of questions readers might have to ensure we answer those questions in our writing. (adding information)</p> <p>ii. Teach students that when writers are writing information it is important to have others read our writing to point out places that don't make sense. (subtracting information)</p> <p>b. Teaching and Active Engagement: The teacher will:</p> <p>i. Model by sharing a prewritten story. (Sample story page 48)</p> <p>ii. Have student turn and talk about places that may need information added or subtracted.</p> <p>iii. Ask a few students to point out information that don't belong and for places take need more information.</p> <p>iv. Help students understand the importance of having other readers read our work.</p> <p>c. Link: The teacher will:</p> <p>i. Encourage students to find a partner who has never read their writing before.</p> <p>ii. Have students read their partner's writing and point out places to add to make things more clear or remove something that doesn't "go."</p> <p>d. Mid-Workshop Teaching: The teacher will get students attention and share with students</p>	<p>Setting Objectives & Providing Feedback</p> <p>Cooperative Learning</p> <p>Providing</p>	<p>C</p> <p>Creativity Communication Collaboration Critical Thinking</p>

		<p>that sometimes they might need to increase urgency to finish a writing piece in a timely manner due to a due date or deadline.</p> <p>e. Share: Teacher will partner students and have them stop writing and teach each other about their topic. Ask students to then go back and add something to their writing they may have missed.</p> <p>Session 6 Appendix Documents</p>	Practice	
2	SL.1.2 L.1.2	<p>4. Taking Stock: Self-Assessing and Setting Goals (session 7)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know what a checklist is • Understand the importance of self-assessing and setting goals • Be able to use a checklist to self-assess and set goals <p>Note to teacher: This session may last more than one day. As you work through this session, you may want to introduce ways for students to mark their writing that fit the needs of your students. Lucy uses post it notes. Here are some other possibilities below.</p> <ul style="list-style-type: none"> • Highlighters • T Chart: Things I did well / Things I need to work on • Use a “Star” to indicate the things I did well. Use a “Check Mark” for things I need to work on. • Use colored pens to mark their writing <p>a. Connection: The teacher will tell students that they will soon begin a new challenge...writing chapter books that teach. However, before they begin this new challenge, we need to make for sure that students have mastered writing information picture books first. Today, we will evaluate a book you think is your best so far and figure out some things you need to work on to make your informational writing even better.</p> <p>b. Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Guided Inquiry: using the checklist to help students set individual writing goals <ol style="list-style-type: none"> Display the 1st grade Information Writing Checklist Guide the students to ask themselves - <ol style="list-style-type: none"> What have I already learned to do as a writer? What do I still need to work on as a writer to meet the 1st grade writing expectations? Scaffold students to self-evaluate by reading aloud the sections under each heading. (i.e. Overall: I taught my readers about a topic.) Model how to use the checklist to go through their writing step by step to indicate parts that they do well (mark YES! on their checklist), parts I need to work on (mark STARTING TO), and parts that they haven’t included yet (mark NOT YET). 	<p>Advance Organizers</p> <p>Setting Objectives & Providing Feedback</p>	<p>C</p> <p>Creative Thinking Communication Collaboration Critical Thinking</p>

		<p>5. Then, help students to look at the sections they marked as NOT YET or STARTING TO and set writing goals accordingly. (NOTE: set a minimum of 1 writing goal but not more than 3)</p> <p>c. Link: The teacher will divide students into groups to help each other work on one goal. It would be ideal to allow students to work with others who have similar goals.</p> <p>d. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> Briefly speak about how authors of books (mentor texts) can help us to try new things in our writing. These mentor authors help us make our writing more interesting when we try to mimic the author's style. Provide a few mentor books at each table so that students can thumb through and identify parts that jump out to them as a reader. Then encourage students to give it a try in their informational writing. You can say, "As you quickly look through the book, think about what's cool or what jumps out to you as a reader, and then you can try the same thing in your book." <p>e. Share: Have students share their revised writing and their writing goal(s) with a partner.</p> <p>Session 7 Appendix Documents</p>	Cooperative Learning	
2	W.1.7	<p>5. Writing Tables of Contents (session 9)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know the importance of a table of contents Understand that authors of informational texts use a table of contents to organize information about their topic Be able to create a table of contents for their own informational chapter book <p><i>Note to teacher: You will want to have a graphic organizer of a table of contents paper available for students to write on and include in their book.</i></p> <p>a. Connection: The teacher will: Start by telling students they will spend more than a week writing the same piece of writing...a whole chapter book on one topic. To do this, your topic will need be one that you know really well and can teach others about.</p> <p>b. Guided Inquiry/Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Explain that we will begin writing long teaching books, but before we start, it will help us to look at the way another author wrote a long teaching book. Present Anne Schreiber's book <u>Sharks!</u>. Only discuss the title page and the table of contents in this mentor text. Guide students to answer the following questions as you discuss: <ol style="list-style-type: none"> What do you notice the author has done? 	<p>Setting Objectives</p> <p>Cues, Questions, & Organizers</p>	<p>B</p> <p>Creativity Communication Critical thinking</p>

		<p>2. Why do you think she did this?</p> <p>v. Have a few other nonfiction books containing a title page and table of contents. Find the similarities and differences between them. Remember to lead back to the two questions above.</p> <p>c. `Link: The teacher will debrief in ways that recap that writers of information chapter books make tables of contents that list the subtopics the book will cover, and then send writers off to do this.</p> <p>d. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> Teach/remind students that writers draft and revise their book and chapter titles. Tell students that title pages might show lots of revisions because as you write Remind students their chapter book some of your titles may need to be changed. Create, display and/or reference the “chapter titles” anchor chart page 69. <p>e. Sharing - The teacher will encourage children to set their Table of Contents on their desk and walk around throughout the classroom to look at their peers’ Table of Contents</p> <p>Session 9 Appendix Documents</p>		
2	W.1.2 SL.1.4 SL.1.5 SL.1.6	<p>6. Planning and Writing Chapters While Resolving to Get Better (session 10)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know that teaching books have subtopics Understand how to use their fingers as a graphic organizer name subtopics Be able to choose a chapter from their table of contents, plan subtopics, and write about these subtopics <p>a. Connection: The teacher will: Direct students to review their tables of contents and choose a chapter for which they have lots of ideas and are ready to write.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Demonstrate how to plan a chapter book All About Bike Riding by saying a bunch of things across each finger (subtopics) that you will write about on that page. Teacher makes a point to deliberately mess up in suggesting an inappropriate topic, expecting students to catch the mistake. Debrief and then highlight a few especially important tips that are transferable to other topics, such as using fingers like graphic organizers to plan each chapter. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Set students up to practice planning a second chapter using the book you just started, All About Bike Riding. Have students work with partner to list the different subtopics across their fingers, encouraging them to say more than one sentence (details or examples) from each part. 	<p>Setting Objectives & Providing Feedback</p> <p>Providing Practice</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Creative Thinking Communication Critical Thinking</p>

		<p>d. Link: The teacher will ask the students to look back to the chapter they chose at the beginning of the lesson and use their fingers to plan what they might write.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> Use voice overs to help students get the most out of independent writing time. Some examples might be: <ol style="list-style-type: none"> “Keep working; don’t put your pencil down!” “Wow, some of you are using some brave and fancy words in your new books. Don’t forget to check the rest of the charts for other things you can try.” “Stop where you are and reread your page. Make sure what you are writing makes sense!” Sharing: The teacher will introduce students to the ideas that they can use a new tool to help make their writing even better. The tool is a sheet of label paper full of writing tips. Students will choose a tip or two important for them to remember. They will take that tip off the label paper and stick it to the margin of your chapter. (Figure 10-1, 10-2 on page 77) <p>Session 10 Appendix Documents</p>	Reinforcing Effort & Providing Recognition	
2	W.1.2	<p>7. Writers Write with Details and Help Readers Picture the Details by Using Comparisons (session 11)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know how to use comparisons in their writing Understand the importance of including comparisons and details Be able to include details in writing <p>a. Connection: The teacher will remind students they already know what it means to write with details. State that writers don’t just state a fact (detail), but you help readers to picture the fact (detail) and to understand why it matters. Introduce that one way to do this is to use comparisons.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Tell a story that shows how using a comparison can help readers understand something that is unfamiliar to them. Show an example of how a mentor author uses comparison to help readers picture a detail. (i.e. in Anne Schreiber’s book <i>Sharks!</i> she wrote, “Shark skin feels bumpy and rough. It’s hard like sandpaper.”) <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Display the demonstration book <i>All About Bike Riding</i> from the previous session. Say, “Let’s think about the paths bikes ride on. Could you turn and talk with your partner and see if you could compare them to something?” (i.e. bike paths can be compared to small roads but just for bikes not cars) 	<p>Setting Objectives & Providing Feedback</p> <p>Cooperative Learning</p>	<p>C</p> <p>Creativity Communication Collaboration Critical thinking</p>

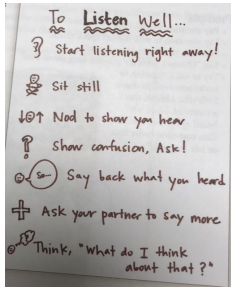
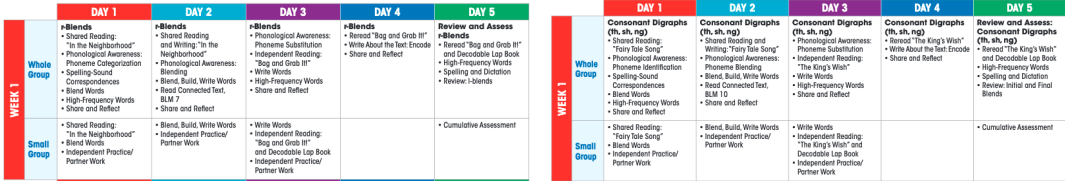
		<p>iii. Allow students to pretend they are writing an All About Airplanes book. Say, “Turn and talk and see if you can compare an airplane to something?” (i.e. birds, kites, etc...)</p> <p>iv. Allow students to pretend they are writing an All About Tyrannosaurus Rex book. “What might you compare its teeth?”</p> <p>d. Link: The teacher will:</p> <p>i. Refer to the anchor chart “How Can I Teach My Readers?” on page 81.(This chart is one completed throughout Bend 1 if instruction on all sessions are included.)</p> <p>ii. Remind students of all the strategies they know to teach readers. (reference the “How Can I Teach My Readers?” anchor chart pg. 81)</p> <p>iii. Add “make comparisons to something they know” to the anchor chart.</p> <p>iv. Remind students that their job as writers of chapter books is to teachers readers as much as you can about a topic.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <p>i. Say, “If you finish your book, instead of starting a new one, you might want to reread and revise your book. One thing you can do is reread, looking for places in any of your chapters where you wrote a big general thing like ‘Dogs like to do tricks’ and forgot to add, ‘for example’ so you can tell the detailed tricks that dogs do.”</p> <p>ii. Remind students that you may need to add more writing by taping another half sheet of paper to the edge of their book to add more details.</p> <p>Session 11 Appendix Documents</p>	Providing Practice	
2	W.1.2	<p>8. Letters to Teachers: Introductions and Conclusions (session 13)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know that writing pieces have an introduction and conclusion • Understand introductions and conclusions help readers understand the topic • Be able to write an introduction and conclusion <p>a. Connection: The teacher will:</p> <p>i. Help the students think about the fact that every school day has a beginning and an ending and every book has a beginning and an ending.</p> <p>ii. It would be confusing if there were no beginning and endings, so we are going to learn how to write beginning and endings to our teaching books.</p> <p>b. Teaching: The teacher will:</p> <p>i. Tell students that when you write a teaching book, readers expect that your writing have a beginning and an ending.</p> <p>ii. Tell students that readers expect that at the start of your writing, there will be ways to tell the big things they they will be learning about and how the learning will go. A</p>	Setting Objectives	<p>C</p> <p>Creativity Communication Critical Thinking</p>

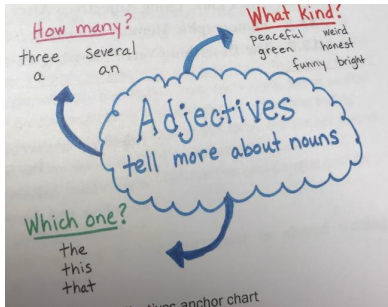
		<p>Table of Contents and an introduction at the start of the book will help readers know what they will learn.</p> <p>iii. Show students a few different ways that authors have started their books, reminding them that they are looking at this to get ideas for starting their own books.</p> <p>c. Active Engagement: The teacher will:</p> <p>i. Guide students to study other mentor texts, you have chosen, looking closely at the introduction and considering what they might try.</p> <p>ii. Make a chart to capture in writing what the students are noticing. "Introductions can... and bullets such as start with a question, start with an action, start with a little story that pulls the reader in, and start with a big idea about the topic."</p> <p>d. Link: The teacher will have students go back and look at the books they wrote during the first bend of this unit and reconsider their beginnings, thinking about alternatives.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <p>i. Shift the focus to conclusions by telling the students that conclusion leaves the reader with the big idea.</p> <p>ii. Consider having students do the same work with endings that they have done with beginnings - making a chart of ways to end a book</p> <p>f. Share: The Teacher will have students share some of the ways they have choose to begin and end their books.</p> <p>Session 13 Appendix Documents</p>	Providing Practice	
2	L.1.1 L.1.2	<p>9. Editing Step by Step (session 19)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know what editing is • Understand that writers read their writing to make changes and corrections • Be able to use a checklist to edit writing <p>a. Connection: The teacher will set up the class to play a partner game that uses editing strips drawn out of an envelope as reminders of what to edit. Explain that partners will pull out a strip, read it together, and then use the reminder to fix up your writing. When they are done fixing it up, check each other's work. (FIG 19-1, FIG 19-2 page 134-135)</p> <p>b. Teaching: The teacher will:</p> <p>i. Tell students that writers edit their writing before they publish it.</p> <p>ii. Show students how to locate one item on the editing checklist, then read their writing carefully, checking for that one item and making changes as needed.</p> <p>iii. Read a first grade student's writing from another class, while students play the role of the partner.</p> <p>iv. Model making mess-ups that the students will make and then self correct, as a way to highlight pointers that students need</p>	Setting Objectives	<p>C</p> <p>Creative Thinking Communication Collaboration Critical thinking</p>

		<p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Start children on the editing work of the day on the rug, so you can iron out confusions and inconsistencies. Partners will begin playing the editing game by choosing a strip from the envelop, read their writing and make needed changes. Then both partners need to check. <p>d. Link: The teacher will send students off to finish editing their writing, using the editing checklist game and their partners for support. Caution students to take this editing work seriously.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> Give students markers, post-its, and construction paper to use in order to “fancy up” their books by adding color, texture, or” lift the flaps” to their illustrations. Caution students to be sure these additions will help teach the reader and does not hide any of the work they have done so far. <p>Session 19 Appendix Documents</p>	Cooperative Learning	
2		<p>10. Letter to Teachers: A Final Celebration: A Letter to Teachers (session 20)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know the importance of writing for an audience Understand that readers read their writing to learn about a topic Be able to share their writing with an audience <p>This unit is about sharing expertise with the world, so teachers need to choose a format for your celebration that highlights expertise. One example is celebrating student writing with a museum exhibit. It may look like the following:</p> <ul style="list-style-type: none"> Explain that museums exhibits often have displays, and these displays are where people lay out what they know about a topic. A display at a museum is like a page in a book. Displays, and pages of books, have diagrams, labels, and captions. The people setting up the displays carefully choose the information they are going to include, because it's often the information that is the most important or that people really need to know. Help students prepare for the celebration using these big ideas about museums. First graders can create displays, similar to the displays in a museum, with some of the most important information from their books. Writers choose special pages from their teaching books to post on poster boards. Writers prepare for their role by planning a very brief speech - possibly with an introduction and perhaps an important idea or two - that they can share with visitors. See examples of display boards on pages 140-146. After the celebration, debrief with your students to discuss what went well and how it felt to share their expertise with others. 	Reinforcing Effort & Providing Recognition	D Creativity Communication Collaboration

Language/Word Study Block

1	RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 SL.1.1 SL.1.2	Interactive Read Aloud Session 1: <ul style="list-style-type: none">● Select a book about an engaging topic that is a complex text above your students' just right book level. Example is <i>Super Storms</i> by Seymour Simon.● Introduce book and take a sneak peek to preview the content● Invite students to think and discuss the text to understand its meaning● Review what students have learned so far and ask them to predict what's ahead Session 2: <ul style="list-style-type: none">● Remind students what they know to help them understand the new text.● Channel students to engage with the text by asking and discussing questions about it.● Engage students in a whole-class discussion about the book. Session 3: <ul style="list-style-type: none">● Mark selected parts of the book for rereading.● Recruit students to think more deeply about the text ask you reread sections of it.● Invite students to share important learning from the book in small groups.	Advance Organizer <
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1	RI.1.4 RI.1.9 RF.1.2 RF.1.3 RF.1.4 SL.1.2 L.1.4 L.1.5 L.1.6	Shared Reading Ow/s by Mary R. Dunn & “Eagle Flight” and “Migration” by Georgia Heard lessons include <ul style="list-style-type: none"> • Book introduction and MSV (meaning, structure, visual) • Rereading with a focus • Cross-checking (MSV) • Word study • Fluency and expression • Synthesizing (putting it all together) 	Cues, Questions	C Critical Thinking
1, 2, 3	L.1.4	Interactive Vocabulary The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration
1	RF.1.2 RF.1.3 RF.1.4	Benchmark Phonics Unit 3: Being a Good Community Member & Unit 4: Stories Have a Narrator 	Similarities & Differences Homework & Practice Cooperative Learning	B Collaboration Critical Thinking
1, 2, 3	L.1.4	Interactive Vocabulary	Organizers	B/C

		<p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	Cooperative Learning Similarities & Differences Nonlinguistic Representation	Critical Thinking Communication Collaboration
1,2	L.1.1.f	<p>Mechanics/Grammar</p> <p>To begin the study of adjectives with young writers, define an adjective by three basic questions</p> <ul style="list-style-type: none"> • <i>What kind?</i> • <i>How many?</i> • <i>Which one?</i>  <p>Students can begin by noticing adjectives in their reading, then move into adding adjectives to their writing. This is a great way for students to add details to their writing to make it more vivid.</p>	<p>Setting Objectives</p> <p>Cues, Questions</p> <p>Practice</p>	B Communication
2		<p>Handwriting</p> <p>Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.</p>	Practice	A Communication

Unit 3: Resources

UNIT RESOURCES	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • <i>Grade 1 Unit 2: Learning About the World: Reading Nonfiction</i> • <i>Grade 1 Unit 2: Nonfiction Chapter Books</i> • <i>Owls</i> by Mary R. Dunn • <i>Night of the Veggie Monster</i> by George McClements • <i>Sharks! (National Geographic Reader)</i> by Anne Schreiber 	

- *Henry and Mudge and the Happy Cat* by Cynthia Rylant
- *Super Storms* by Seymour Simon
- Variety of texts
- Anchor chart paperBenchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)
- Anchor Chart
- Markers
- [FHSD First Grade Sight Words](#)

Student Resources:

- Access to a variety of text
- Post its
- Access to a variety of paper choices
- Tiny topic notebook (optional)
- Variety of writing tools
- [FHSD First Grade Sight Words](#)

Vocabulary:

Elaborate- to add more information or explain an idea or thought with many detail

Genre- a kind of category of text with similar features

Inferences- a belief or opinion you make that is not stated

Information- a collection of facts from which conclusions can be made

Table of Contents- a list of the parts of a book in order

Text Features- parts of informational texts that give the reader information

Unit 4: Readers Get to Know Characters by Performing Their Books & Writing Reviews

Content Area: English Language Arts	Course: First Grade	UNIT: Readers Get to Know Characters by Performing Their Books (FHSD Created) & Writing Reviews
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<p>Unit Description:</p> <p>Reading: In this unit readers will get to know the characters in their books really well. In Bend 1, readers will discover ways to get to know their characters. In Bend 2, partners pretend they are the characters and perform their books to become experts. IN Bend 3, Readers will give the gift of reading by sharing their stories with an audience by bringing the characters to life.</p>	<p>Unit Timeline:</p> <p>10-15 days reading</p>
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<p>Writing: Opinion writing begins by building on children’s natural interest to collect stuff. Students are asked create a collection and write persuasively convincing others why one item in their collection is the “Best in Show”. Students will then write reviews about places and things in their community and school environments. Students will take into consideration classmates thoughts in order to grow their own opinions, allowing the writer to defend their judgement using multiple persuasive techniques.</p>	20 days writing
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Engage in a variety of text for enjoyment and learning by reading fluently with comprehension
- Communicate their ideas for a variety of purposes through written expression
- Collaboratively communicate with peers and adults

Understandings – *Students will understand that... (Big Ideas)*

1. Effective readers use strategies to decode, comprehend, and discuss a variety of texts.
2. Effective writers use structure to communicate ideas clearly for a variety of purposes and audiences.

Essential Questions: *Students will keep considering...*

- What strategies do I use to read a text?
- What strategies do I use to understand what I have read?
- How do I share my learning with others?
- How do I communicate in writing so it makes sense to others?
- How do I decide who will be reading my writing and why am I writing it?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.1.1	<ul style="list-style-type: none"> ● A question is something you ask to gain information or clarify understanding ● Questions should be on topic and relevant to the discussion or text ● A key detail supports the central message 	<ul style="list-style-type: none"> ● Readers ask questions helps us create meaning in a story ● Readers answer questions to gain meaning in a story 	Ask and answer questions about key details in a text.

	<ul style="list-style-type: none"> of the story A text is something you read Literature refers to fiction, poetry, drama, and graphic stories 	<ul style="list-style-type: none"> Readers ask and answer questions to help understand a text 	
RL.1.2	<ul style="list-style-type: none"> A key detail supports the central message of the story Central message/moral is what the author thinks is right or the proper way to behave Retelling a story including talking about the beginning, middle, and end, also the characters and setting 	<ul style="list-style-type: none"> Retelling a story helps you understand it better Readers use key details to determine the central message or lesson of a story 	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	<ul style="list-style-type: none"> A character is a person/animal in a story A setting is where/when a story takes place A key detail supports the main topic of the story A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge 	<ul style="list-style-type: none"> Readers describe characters in the story using key details to create meaning Readers describe the setting in the story using key details to create meaning Readers describe the major events in the story using key details to create meaning 	Describe characters, settings, and major events in a story, using key details.
RL.1.4	<ul style="list-style-type: none"> Alliteration is repetition of the initial consonant sound in words that are close to one another (e.g., “wonderful wacky words”) Identify is to recognize Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Readers use different strategies to figure out unknown words (decoding, context clues, etc.). Readers need to know that after they decode unknown words they also need to know the meanings. Readers understand that some words and phrases are used figuratively. Readers monitor their reading and fix it when it breaks down 	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7	<ul style="list-style-type: none"> • An illustration is the picture that accompanies a text • A character is a person/animal in a story • A setting is where/when a story takes place • A key detail supports the central message of the story • A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge 	<ul style="list-style-type: none"> • A story is made up of illustrations, details, characters, settings and events. • Illustrations and details help the reader understand characters, settings, and the events of a story. • Illustrations can add important details to a story. 	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	<ul style="list-style-type: none"> • A character is a person/animal in a story • A story can have more than one character. • Comparing texts/characters is finding what is similar between those texts/characters • Contrasting texts/characters is finding what is different between those texts/characters • That characters can have an adventure or experience. 	<ul style="list-style-type: none"> • That characters from different stories can be similar or different • That characters from different stories can have similar or different experiences • Comparing and contrasting characters and their experiences helps readers understand the story better and at a deeper level 	Students compare and contrast the adventures and experiences of characters in stories.
RL.1.10	<ul style="list-style-type: none"> • How to read connected words on a page. • How to read and understand texts independently 	<ul style="list-style-type: none"> • Words on a page have meaning. 	With prompting and support, students read prose and poetry of appropriate complexity for grade 1.
RI.1.10	<ul style="list-style-type: none"> • Reading strategies • Grade level phonics • Sight words 	<ul style="list-style-type: none"> • The importance of monitoring their reading for meaning • Readers use a variety of strategies to access the text • Concepts of print • What good readers sound like (fluency) 	With prompting and support, students read informational texts appropriately complex for grade 1.
RF.1.2	<ul style="list-style-type: none"> • Words are made of sounds. 	<ul style="list-style-type: none"> • Words can be broken into single sounds. • Words can be blended to make a word. 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	<ul style="list-style-type: none"> • Vowels are phonemes that are <i>voiced</i> and <i>open</i>. • Long vowels • Short vowels 	<ul style="list-style-type: none"> • How to apply the knowledge of letter-sound relationships 	Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2c	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Blending is putting individual sounds together. 	<ul style="list-style-type: none"> Words can be broken into parts. Combining individual sounds together to make a word. Words can be broken apart by individual sounds. 	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.3	<ul style="list-style-type: none"> Sight words or high-frequency words are words we need to know automatically 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	<ul style="list-style-type: none"> Consonant digraphs are two or more consonants representing a single sound, such at <i>kn</i> and <i>ck</i>. 	<ul style="list-style-type: none"> Consonant digraphs can be at the beginning or ending of a word 	Know the spelling-sound correspondences for common consonant digraphs
RF.1.3b	<ul style="list-style-type: none"> A letter represents a sound Letters strung together in a sequence make words 	<ul style="list-style-type: none"> Specific letter sequence make words 	Decode regularly spelled one-syllable words.
RF.1.3c	<ul style="list-style-type: none"> Final -e (CVCe), the vowel in CVCe words are given a long sound by the silent e. Vowel teams are when two vowels together make the same long vowel sound almost all of the time (e.g., <i>ee</i>, <i>ea</i>, <i>ai</i>, and <i>oa</i>). 	<ul style="list-style-type: none"> Apply the knowledge of letter-sound relationships 	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	<ul style="list-style-type: none"> Inflectional endings are added to the end of a root word to change its meaning (e.g., -s, -es, -ed, -ing). 	<ul style="list-style-type: none"> Word meanings change depending on context of the word and additions to the word 	Read words with inflectional endings.
RF.1.3g	<ul style="list-style-type: none"> Irregularly spelled words (e.g., <i>been</i> and <i>come</i>) 	<ul style="list-style-type: none"> Some words to not follow spelling patterns and cannot be sounded out 	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. 	Read with sufficient accuracy and fluency to support comprehension.

	<ul style="list-style-type: none"> • Readers use expression. • Readers reread to fix mistakes. • Readers reread to check understanding. 	<ul style="list-style-type: none"> • Readers read text with fluency to comprehend. • Reading strategies support understanding 	
RF.1.4a	<ul style="list-style-type: none"> • Readers read to be entertained, to learn, or to get informed, etc) • Readers comprehend what they are reading 	<ul style="list-style-type: none"> • Reading strategies support understanding • Reading has many purposes 	Read on-level text with purpose and understanding.
RF.1.4b	<ul style="list-style-type: none"> • Readers read words correctly. • Readers read not too fast and not too slow. • Readers use expression. 	<ul style="list-style-type: none"> • Readers read text with accuracy to comprehend. • Readers read text with fluency to comprehend. 	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	<ul style="list-style-type: none"> • Readers reread to fix mistakes. • Readers reread to check understanding. 	<ul style="list-style-type: none"> • Reading strategies support understanding • Readers read text with accuracy to comprehend. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.1	<ul style="list-style-type: none"> • An opinion is a belief based on reasoning (reasons and evidence) • An introduction sets up the writing piece • Closure is at the end of an opinion piece • Concluding statement is when the writer restates his/her opinion • Reasons/reasoning is based on evidence not personal preference or opinion • A topic is the main subject or content at hand • Evidence consists of the details the writer provides to support an opinion 	<ul style="list-style-type: none"> • The concept of having an opinion • There is a difference between a fact and opinion 	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.5	<ul style="list-style-type: none"> • Details are the information provided • Elaboration is talking in more detail • Examples are clear cut explanations • Editing is fixing spelling, punctuation, and grammar errors • Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> • Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about • Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process) 	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

	<ul style="list-style-type: none"> Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized. 		
W.1.7	<ul style="list-style-type: none"> How to gather information about a topic. Where to look for information. Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. 	<ul style="list-style-type: none"> Research can be done in a variety of ways to learn about a topic Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.
SL.1.1	<ul style="list-style-type: none"> Collaborative conversations involve discussing ideas and working jointly with others to create new thinking. Partners are who you share information with Rules of discussion Listening in discussion Responding is building on someone’s remark or asking/answering a question Comments are when you make a reference to someone’s remark before adding your thoughts Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> Building upon others’ talk in conversation deepens the discussion There are different purposes when speaking at different times and with different people Listening to a person’s response helps deepen your understanding Listening to a person’s response helps form you comments That your response should be related to the topic of the conversation The questions you ask questions in conversations help to clarify your understanding Collaborative conversations include all voices The rules of conversation make sure all members benefit from the conversations 	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1c	<ul style="list-style-type: none"> Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> The questions you ask questions in conversations help to clarify your understanding 	Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2	<ul style="list-style-type: none"> Not all details are equally important Key details support the main topic/idea A question is something you ask to gain information or clarify understanding Answers are spoken or written replies to a question Media includes print, pictures, and illustrations A read aloud is when students actively listen to and discuss a text read aloud 	<ul style="list-style-type: none"> You gain meaning from a text by asking questions You gain meaning from text from listening to information being presented orally and asking questions How to identify the ideas & details that matter the most in text 	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	<ul style="list-style-type: none"> A question is something you ask to gain information or clarify understanding Answers are spoken or written replies to a question A speaker/presenter Know what to do when they do not understand something Know what to do to seek clarification 	<ul style="list-style-type: none"> A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented. To clarify something you do not understand requires you to ask questions 	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	<ul style="list-style-type: none"> People Places Things Events 	<ul style="list-style-type: none"> Details help others to better understand what they are presenting. 	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	<ul style="list-style-type: none"> A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. 	<ul style="list-style-type: none"> What they are trying to express Purpose of their presentation The audience determines the type of language and presentation used 	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)
L.1.1a	<ul style="list-style-type: none"> All upper- and lowercase letters 	<ul style="list-style-type: none"> Authors follow conventional rules to effectively communicate with others 	Print all upper- and lowercase letters.
L.1.1g	<ul style="list-style-type: none"> Conjunctions are words that join together sentences, clauses, phrases, or words 	<ul style="list-style-type: none"> We follow grammar rules so that our writing makes sense to our reader. 	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.1h	<ul style="list-style-type: none"> Determiners are words that modify nouns, such as articles (e.g., a, an, the) 	<ul style="list-style-type: none"> We follow grammar rules so that our writing makes sense to our reader. 	Use determiners (e.g., articles, demonstratives).

L.1.1i	<ul style="list-style-type: none"> Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence 	<ul style="list-style-type: none"> We follow grammar rules so that our writing makes sense to our reader. 	Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.2	<ul style="list-style-type: none"> Capitalization is the use of uppercase letters to signal where sentences begin and to indicate that words are proper nouns. Ending punctuation signals the end of a sentence (e.g., period, question mark, exclamation point). Commas are punctuation marks that are used for a variety of reasons, typically to separate words or word groups. Spelling conventions are the rules concerning the correct ways to spell words. Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2b	<ul style="list-style-type: none"> Ending punctuation signals the end of a sentence (e.g., period, question mark, exclamation point). 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Use end punctuation for sentences.
L.1.2d	<ul style="list-style-type: none"> Spelling conventions are the rules concerning the correct ways to spell words. 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e	<ul style="list-style-type: none"> Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4	<ul style="list-style-type: none"> Words can have multiple meanings A phrase is a sequence of two or more words A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) A suffix is a group of letters added at the end of a base word or word to change its 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word Context clues help determine word meaning Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

	<p>function or meaning (e.g., <i>handful</i>, <i>hopeless</i>).</p> <ul style="list-style-type: none"> • Root words are base words. • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). • Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. • Multiple-meaning words are words that mean more than one thing, depending on the context 		
L.1.4c	<ul style="list-style-type: none"> • Root words are base words. • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). 	<ul style="list-style-type: none"> • Word parts change the meaning of the sentences/phrases 	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.6	<ul style="list-style-type: none"> • Content or academic vocabulary words 	<ul style="list-style-type: none"> • Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning 	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 4: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	Performance Task:	<u>R/R Quadrant</u> <u>21 Century</u>
2	W.1.1 L.1.2	<p>Writing: <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Starting tomorrow, you will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have two forty-five minute session to complete this, so you will need to plan, draft, revise, and edit within that time.</i></p> <p>Opinion Rubric</p>	C/D Critical Thinking Creative Thinking Communication

Unit 4: Sample Activities

SAMPLE LEARNING PLAN

Writing: “Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Starting tomorrow, you will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have two forty-five minute session to complete this, so you will need to plan, draft, revise, and edit within that time.

Reader’s Workshop

Readers Get to know Characters by Performing Their Books (FHSD Created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	RL.1.1 RL.1.3 RL.1.7	<p>1. Title: Find a Friend in Books</p> <p>Objectives:</p> <ul style="list-style-type: none"> Know that characters play an important role in a story. Understand that readers can read to learn more about a character. Be able to discuss what they learned about a character in a book. <p>a. Connection: The teacher will tell the students that they have read many great books this year, and that they are going to look back at one of their class’ favorite book and character, <i>Chrysanthemum</i>.</p> <ol style="list-style-type: none"> The teacher will read the title and revisit a little bit of information about each of the main characters (Chrysanthemum, Mom, Dad, ect.) . The teacher will explain that one of the best parts about reading is all the new friends you make in your books. Today I want to teach you that once you know a character from a book, that character is a friend for life! All you have to do, for the rest of your life, to see that friend again, is open up an old book and reread. <p>b. Teaching: The teacher will read the first several pages of <i>Chrysanthemum</i> pausing for think alouds and talking about the character of Chrysanthemum. Discuss her feelings, personality traits and how she changes over time.</p> <p>c. Link: The teacher will continue the read aloud, allowing students to discuss/turn and talk about what they notice about her feelings, personality traits and how she changes in the remainder of the book.</p> <p>d. Mid-Workshop Teaching: The teacher will ask what new friends have they met in</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Setting Objectives</p>	A, B Collaboration Communication

		<p>their reading today. Today, I want to teach you that when readers want to get to know the characters in old books better by using the title of the book, the cover illustration, the title page, and even the back of the book. Ask yourself as you continue reading today, "What does this tell me about the character(s)? What else did I learn about the character(s)?"</p> <p>e. Partner: As you get ready to read with your partner, think about what all the pages you read today taught you about your character(s) in your book.</p> <p>f. Share: Reader, think about the friends you have made as you read today. Put your thumb on your knee when you know which character was your favorite today. Turn and tell your partner which character was your best friend today and why.</p> <p>Appendix Document</p>	Cooperative Learning	
1	RL.1.3 RL.1.7	<p>2. Title: Character's' Feelings Help Us Understand the Characters</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Know characters have strong feelings • Understand how events in a story change how a character feels • Be able to read a story with expression that matches the character's feelings <p>a. Connection: The teacher will refer back to important parts of Chrysanthemum where the characters have strong feelings. Talk as a class about how we know that the character is feeling that way.</p> <ol style="list-style-type: none"> i. Today I want to teach you that readers often put themselves in the characters' shoes to imagine what they are thinking/feeling and what they would say. ii. Reread one page from the story and ask students to close their eyes and pretend they are the parents in the story. What are the mom and dad thinking and how are they feeling? Have students share what they felt. <p>b. Teaching: The teacher will create an emotion anchor chart with the students to build their emotional vocabulary helping students better identify with the feelings of characters in the story.</p> <p>c. Active Engagement: The teacher will</p> <ol style="list-style-type: none"> i. Read more pages of Chrysanthemum and as they read, students should stand when they identify that a character is demonstrating an emotion. ii. Next, the students should identify the feeling word connected with how the character is feeling. iii. The teacher will write the word on a post it note and place it in the book. <p>d. Link: The teacher will give students post it notes to write how their character is feeling in a book they are reading. The post it note should be placed where the character is demonstrating that emotion.</p> <p>e. Mid-Workshop Teaching: The teacher will ask the students to stop and think about how the setting influences the character. You can think, "Where is the character right now? What are they doing there?" Make a picture in your mind of where she is and what's she's doing. Think: "How does the setting change the way the character might say or do something." If we look back at Chrysanthemum, at home she is very upset and tells her parents about what is happening at school. When she is at school, she</p>	Setting Objectives	A,B Communication Collaboration
			Setting	

		<p>appears upset, but does not talk about what is happening.</p> <p>f. Partner: Students will find the place in their book where they identified a feeling word and marked it with a post-it note. Students will share with their partners the feeling words they identified and practice making making their voice match the characters feelings as they read.</p> <p>g. Share: Have students share one thing they learned about their character and what from the story helped them learn it. This could be related to the setting, but also feelings and actions that happen in the story to the character.</p> <p>Appendix Document</p>	<p>Objectives</p> <p>Cooperative Learning</p>	
1	RL.1.3 RL.1.4 RF.1.4. SL.1.1 SL.1.4 SL.1.6	<p>3. Title: Performing Books to Become Experts (to grow ideas and make inferences)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know that authors can show a character's feelings in more than one way Understand how to determine a character's feelings when the author doesn't tell us in words Be able to use fluency and expression to make a story come to life <p>a. Connection: The teacher will praise the class at how good at becoming the character as you read they have become! The teacher will explain that the class will spend a few days reading every book as if they the characters. The teacher will explain that instead of doing this as a whole class, and on your own, they will work with their partner. Partners will read your books together as if they are scripts and you are putting on a mini-play.</p> <p>b. Teaching: The teacher will explain that one way that readers get to know the characters in their books really well is to become those characters as they read. Readers walk in the shoes of their characters, noticing when they are feeling a certain way, and then bringing those feelings into their voices and gestures as they are reading and acting out the story.</p> <ol style="list-style-type: none"> The teacher will model a think aloud while reading Koala Lou. Show students when Koala Lou has strong feelings. Model how your voice matches what the character's is feeling. Point out to students where you know how Koala Lou is feeling even when the author did not say it. We use our personal experiences plus the information from the story to make inferences about character or information from the pictures to imagine how the character is feeling. Use post it notes to mark how the character is feeling and how you should read the words on the page (example: Koala Lou is sad, so I read in a slow quiet voice) <p>c. Active Engagement:The teacher will assign a book to each partner group based on their independent reading level. Students should read the first few pages while remaining in whole group marking places in the story where the character shows feeling/emotion with a post-it note.</p> <p>d. Link: The teacher will have partner groups share out what emotions they noticed in the beginnings of their books. The teacher will encourage students to continue</p>	<p>Reinforcing Effort</p> <p>Setting Objective</p> <p>Reinforcing Effort</p> <p>Setting</p>	A,B,C Communication Collaboration Creativity

		<p>using the example in the picture below. The teacher will model thinking “What’s my character thinking here? Or “What might my character be saying here?” thinking about what’s happened so far in the book. The teacher will then write these words in a speech bubble, place the speech bubbles inside the book and model reading fluently what is in the speech bubbles as the characters. The teacher will provide students with post-it notes for creating speech bubbles above the characters in their books. Students will then work with their partner to create speech bubbles for the book they are working in as assigned by their teacher.</p> <p>e. Mid-Workshop Teaching: The teacher will encourage students to identify important parts in the story. Model how you can make important parts in the story “pop out.” One way you can model this for the students is providing them an example from Koala Lou. The teacher will use the the example when Koala Lou is in the middle of the race. The reader wants to make this part of the story “pop out” by reading very loudly and using large body motions.</p> <p>f. Partner: Readers are like a professional storytellers. They need to think about what props, gestures, and sound effects are needed in the story to make the story come to life. During partner reading make a plan and practice with your props, gestures, and sounds.</p> <p>g. Share: The teacher will select a few partner groups to act out a page from their story using their speech bubbles, props, gestures, sounds, etc. for the class noting how students show and read with emotion where applicable.</p>		
1	RL.1.1 RL.1.2 RL.1.3 SL.1.1 SL.1.4	<p>5. Title: Celebrating</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know that they can bring a character to life by acting a story out. • Understand that they need to speak loud and clear when presenting to an audience. • Be able to show the emotions of a character through their actions and voices. <p>Celebration: The teacher will remind students that they can become a character by understanding their feelings and acting them out. The teacher will tell students that today they are going to perform their books. Teachers can invite guest into their class or record the performances to share with parents or buddies. The students will take turns performing their books for the class.</p> <p>After the Celebration: The teacher will acknowledge the students’ achievements from the unit. The teacher will send the materials the students worked on home with the students.</p>	Reinforcing Effort Providing Feedback Providing Recognition	B/C Collaboration, Communication Critical Thinking Creativity
<h1>Writer’s Workshop</h1>				
<h2>Writing Reviews (BK. 3)</h2>				

		<p>i. Teach the class the way one child developed a system for assessing one trait (on one color Post-it note) and then another trait, helping to solidify the trait-based assessment.</p> <p>Session 1 Appendix Documents</p>		
2	W.1.1 W.1.5	<p>2. Explaining Judgments in Convincing Ways (Session 2)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know writers give several reasons for their opinions. Understand writers support their reasons with details. Be able to support our opinions with reasons and details. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Ask children to show off the item they are writing opinions about, and help them remember their reasons for their opinion by talking to their partner. Explain that when you judge something you need to give a couple of reasons and say details about each reason. Writing “for example...” or “I think that because...” helps writers add details. <p>b. Teaching: The teacher will retell an argument with no reasons, and contrast it with an argument with reasons. Let children know that strong arguments have reasons. Refer to “Convince Your Reader” anchor chart (first three bullets).</p> <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Divide children into groups. Ask each group to come up with and say more about their reasons for judging something as best. Pretend to be a TV reporter, and interview a representative from one of the groups to learn what that group has selected as “Best in Show” and why. If children seem to need more scaffolding to do this well, you might invite the whole class to help the first judge say more, or you might tap other “judges” <p>d. Link: The teacher will ask children to think back on what they’ve learned about writing in not only in the past few days but also in the past few months, and decide what to do to improve their writing and thinking today. Reference past writing anchor charts.</p> <p>e. Mid-Workshop Teaching: The teacher will explain detailed observations are more persuasive than sweeping generalities. Use a student sample to highlight where adding specific details supported their opinion.</p> <p>f. Share: The teacher will channel writers to sit around the edge of the rug, and convene a partnership inside that frame, creating a “fishbowl” so that kids learn from watching others and from your voiceovers.</p> <p>g. Appendix Documents</p> <p>Session 2 Documents</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Identifying Similarities & Differences</p> <p>Setting Objectives</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>
2	L.1.1.g	<p>3. Opinion Writers Expect Disagreement (Session 4)</p>		C/D

	L.1.1,j	<p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know others won't always agree with our opinion. • Understand writers support their reasons with details. • Be able to support our opinions with reasons and details. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Announce that you like a particular book cover better than others, choosing one that you know the kids won't like, thereby setting up the students to have an opinion that counters yours. ii. Explain that we might change our own minds or grow our thinking based on another's opinion. iii. Explain that when putting opinions out into the world, writers expect some will hold contrary views. Explain that when you know what others think, you can talk back for your choice and be more persuasive. Explain that when writers know others do not agree with their opinion, they add more details for their own opinions. <p>b. Teaching & Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Coach children to rehearse writing an opinion about a collection other than their own, using what they now know is required in effective opinion writing. ii. Ask students to notice other students collections during a gallery walk, deciding if they agree or disagree with their "Best in Show". <p>c. Link: The teacher will send children off to writing time, inviting them to write counter arguments, and reminding them to rely on all they've learned about effective opinion writing. Explain they will be writing an opinion about a classmates collection.</p> <p>d. Mid-Workshop Teaching: The teacher will coach students to use the transition <i>because</i> and spell it well.</p> <p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Pretend to be a new child in the room, and get the class reteaching you, a pretend novice, what they've learned about writing opinions well. Elicit the value of reasons, at a minimum. ii. Channel writers to show each other ways they have used to make their own writing convincing. Harvest what children say to give the class yet more options. Have children turn and talk. iii. Note to teacher: <i>The share component of this lesson requires additional objectives focused on strategies for persuasion.</i> <p>f. Appendix Documents Session 4 Documents</p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Cooperative Learning</p>	<p>Creative Thinking Collaboration Communication Critical Thinking</p>
2	W.1.5	4. Bolstering Arguments (Session 6)		C/D

	L.1.1 L.1.2	<p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know that writers ask others their opinions • Understand that writers can use what others think to support their opinions • Be able to quote what others have said to support our opinions <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Tell about a time when someone disagreed with your opinion in a way that galvanized you to become more convincing. ii. Explain that when writers want to be super convincing, they ask others to help them generate more reasons. Then they quote those reasons in their own writing. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Explain that to be more convincing, you sought help from people who agreed with you and helped you think of more reasons to support your opinion. ii. Give students examples of what others said and model how to add those examples about your piece. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Give students an opportunity to come up with additional information to be added to your writing while you model revising using various revision tools. ii. Debrief in ways that spotlight the ways the work you and the children have done to make one piece of writing more convincing could also make other pieces of writing more convincing. <p>d. Link: The teacher will ask students to reread their writing and make a plan for how to make it stronger, all the while providing a drumroll for the upcoming celebration.</p> <p>e. Mid-Workshop Teaching: The teacher will coach students to use quotation marks to show dialogue</p> <p>f. Share: The teacher will ask students to reread the opinion pieces in their folders, checking for readability. <i>Teacher Note: The share component of this lesson requires additional objectives focused on ensuring readability of their writing piece.</i></p> <p>Session 6 Documents</p>	Advance Organizer Setting Objectives Cooperative Learning Setting Objectives	Creativity Collaboration Communication Critical Thinking
2	W.1.5 L.1.1 L.1.2	<p>5. Editing and Publishing: Making Writing “Best in Show”! (Session 7)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know writers use checklists to make their writing better • Understand how to use a checklist • Be able to use a checklist to make our writing better <p>a. Connection: The teacher will:</p>		A/B Creativity Collaboration Communication Critical Thinking

		<p>i. Rally writers to prepare all of their writing for the upcoming “Best in Show” celebration. Guide students to select 2-3 of their best pieces of writing and start a gallery walk, except this time students will judge the writing of their peers and choose one piece to give the “Best in Show” ribbon to.</p> <p>ii. Offer an analogy that compares participants in a competition with writers (e.g. Westminster Dog Show). Explain that writers will use a checklist to ensure their writing is the best it can be before others “judge” it.</p> <p>b. Teaching and Active Engagement : The teacher will rally students to survey their environment- the classroom- collecting any resources that can help them judge their own writing and can help them know ways to improve their writing. Be sure to highlight the word wall, How Did I Make My Writing Easy to Read anchor chart, and Opinion Writing Checklist.</p> <p>c. Link: The teacher will send writers off with the reminder that charts can become To-Do lists.</p> <p>d. Mid-Workshop Teaching: The teacher will coach students to work with their writing partners as a final check before publication.</p> <p>e. Share: The teacher will in small groups, give students an opportunity to share their pieces for publication. Students can then provide feedback and award blue ribbons to the best piece. Remind students to use anchor charts as a tool to help give compliments.</p> <p>Session 7 Documents</p>	<p>Advance Organizer</p> <p>Similarities and Differences</p> <p>Setting Objectives</p> <p>Provide Feedback</p> <p>Setting Objectives</p> <p>Providing Feedback</p>	
2	W.1.5	<p>6. Making Comparisons in Writing (Session 10)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know what a comparison is • Understand that writers can make their writing more convincing by using comparisons • Be able to add comparisons to their persuasive writing. <p>a. Connection: The teacher will:</p> <p>i. Tell a story of a student who wrote using comparisons during the first bend of the unit.</p> <p>ii. Explain that students can use what they already know about convincing others to make comparisons.</p> <p>iii. Tell students that they will include ways their topic is better (or worse) than others.</p> <p>b. Teaching: The teacher will model revising their own writing by coming up with comparisons.</p> <p>c. Active Engagement: The teacher will:</p>	<p>Setting Objectives</p> <p>Similarities and Differences</p>	<p>C/D</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<ul style="list-style-type: none"> i. Give students an opportunity to come up with comparisons for their own persuasive reviews. ii. Ask students to turn and tell their partner where they will add a comparison to their writing to make it more persuasive. <p>d. Link: The teacher will:</p> <ul style="list-style-type: none"> i. Send students off, reminding them of the various tools and options they have available today (e.g. revision strips) ii. Restate the teaching point <p>e. Mid-Workshop Teaching: The teacher will highlight a student's work that has added supporting details to make their writing more convincing.</p> <p>f. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Explain to writers that including Small Moment stories in their persuasive reviews can make their writing even more convincing. ii. Give students an opportunity to reread one of their reviews and think of a Small Moment story that could be added to it. <p><i>Note to teacher: The share component of this lesson requires additional objectives focused on adding small moments to the writing to make it more persuasive to the reader.</i></p> <p>Session 10 Documents</p>	<p>Cooperative Learning</p> <p>Setting Objectives</p>	
2	W.1.1 W.1.5	<p>7. Hook Your Reader (Session 11)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know talking to the reader is one way to have a catchy introduction. • Understand that writers use introductions to grab their reader's attention • Be able to write a catchy introduction in their writing. <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Tell the story of a time when a student in your class introduced himself to another student and compare that interaction to the introductions writers make at the start of a review. ii. Explain to students that writers grab the reader's' attention by talking directly to the reader. <p>b. Teaching & Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Show students a chart s/he made that lists the steps to writing a catchy introduction ii. Teach through guided practice: take children through multiple cycles, channeling them to plan with a partner, write in their air while you coach, then elicit their work while you add comments. iii. Remind children of the strategy, and prompt students to plan possible introductions with a partner. 	<p>Advance Organizer</p> <p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>A/B</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<p>iv. Coach with lean prompts that raise the level of what students do independently. Then convene the class to collect suggestions, writing in the air to compose an introduction collectively.</p> <p>c. Link: The teacher will restate the teaching point in a way that makes this process transferable to students' independent work. Remind students that one way to add an introduction is to ask a question, name their topic, and tell their opinion.</p> <p>d. Mid-Workshop Teaching: The teacher will remind students they will need to use revision tools, such as revision flaps, to add a catchy introduction to their writing.</p> <p>e. Share: The teacher will explain the steps to writing a strong closing and model with their own writing. The teacher will explain to students that one way to write a conclusion is to restate your opinion, reminding readers of your feelings and send them off to do something. <i>Note to teacher: The share component of this lesson requires additional objectives focused on writing catchy conclusions.</i></p> <p>f. Appendix Documents: Session 11 Documents</p>	Setting Objectives	
2	SL.1.1 L.1.1 L.1.2	<p>8. Partners Work Together to Give Writing Checkups (Session 12)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know the process of using an editing checklist Understand that using an editing checklist with a partner helps make your writing better Be able to use an editing checklist with a partner to make our writing easier to read <p>a. Connection The teacher will:</p> <ol style="list-style-type: none"> Tell a story about going to the doctor's office for a thorough checkup. Continue the story to help writers understand the importance of thoroughness. Connect the doctor's thorough check up to that of a writing partner. Explain to students that writing partners work together using an editing checklist to make sure their writing is easy to read. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Recruit children to join her in modeling and using the editing checklist to give her persuasive review a checkup. Remind students that editors look through all of their pages before checking off part of their list. <p>c. Active Engagement: The teacher will give students a chance to check over your writing in partnerships, using the editing checklist.</p> <p>d. Link: The teacher will remind students of the importance of being thorough editors.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p>	Advance Organizer/ Identify Similarities and Differences/ Setting Objectives Providing Feedback	A/B Creativity Collaboration Communication Critical Thinking

		<ul style="list-style-type: none"> i. Remind students to use their writing partners notes and checklists to make their writing better. ii. Tell students you can spell words you don't know by trying it two ways or by visualizing what the word looks like. <p>f. Share: The teacher will create a drumroll for the next day's celebration, and have students fix up more pieces of writing from their folders using the checklist.</p> <p>Session 12 Documents</p>		
2	W.1.5 SL.1.2 SL.1.3 SL.1.6 L.1.1.g,j L.1.2.b,d,e L.1.6	<p>9. Not Too Long, Not Too Short! (Session 16)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know to ask if their sentences are too long, too short or just right. • Understand writers edit to make sure their sentences are just right. • Be able to use punctuation marks, linking words and other editing tools to make our writing just right. <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Introduce the idea of being brave and choosy as writers, perhaps by offering up the example of Goldilocks searching for what was "just right" before making her decision ii. Explain to students that writers check their writing to make sure their sentences are just the way they want them to be. iii. Explain to students writers ask "Is my sentence too long? Is my sentence too short? Is it just right?" and then use punctuation to break apart sentences and linking words to connect ideas. <p>b. Teaching & Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Introduce a list that will help students figure out whether their sentences are just right. Then show a sample of a book review that is full of sentences that are not just right. ii. Recruit writers to chime in as you revise sentences to make them just right. <p>c. Link: The teacher will:</p> <ul style="list-style-type: none"> i. Send students off to work, reminding them of the questions they should be asking themselves. <p>d. Mid-Workshop Teaching: The teacher will remind students to fix up their spelling while editing their writing.</p> <p>e. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Share an example of an oral book review and ask partners to discuss what they notice in preparation of their review sharing https://www.youtube.com/results?search_query=reading+rainbow+book+review 	Identify Similarities and Differences Setting Objective Advance Organizer Setting Objectives Cooperative Learning	B Creativity Collaboration Communication Critical Thinking

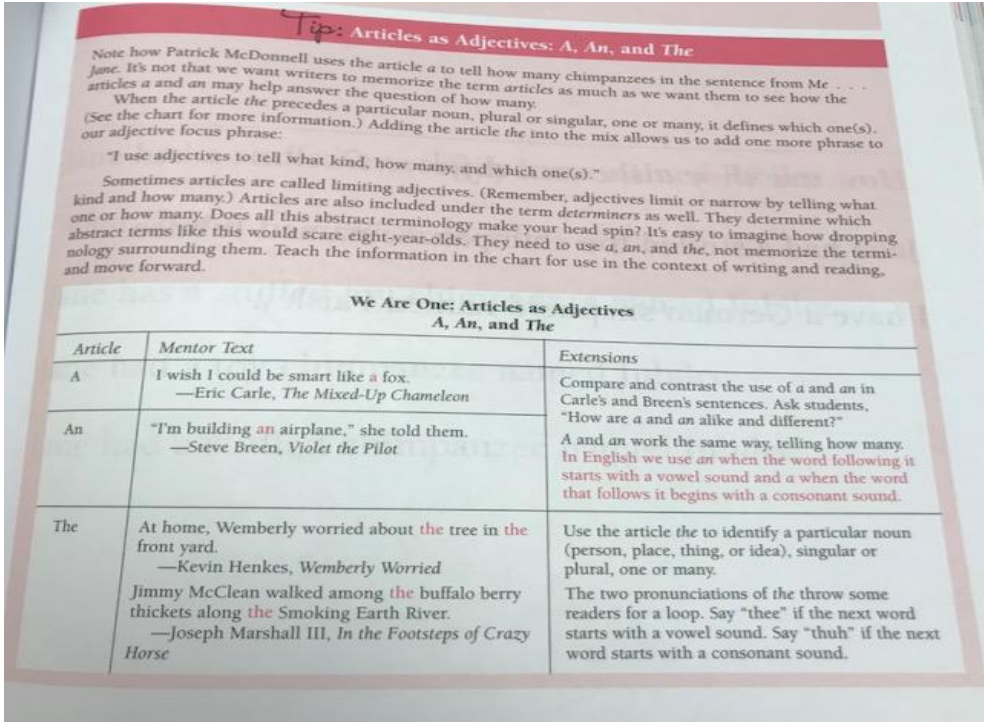
		ii. Elicit and chart a list of ways to give a convincing book review. Session 16 Documents		
2	W.1.5	10. Review a Review? (Session 17) Objective: Students will: <ul style="list-style-type: none"> Know how to use an Opinion Writing checklist. Understand that writers reread and check their whole piece to get it ready for publishing Be able to prepare their writing for publishing by using the Opinion Writing Checklist. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Show students a copy of the Opinion Writing Checklist and feign concern that they might not be up for the challenge of using it since it is full of goals for the end of first grade, as well as for second grade. Explain that writers use checklists to make sure their writing is as strong as can be for every part of their writing. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Use the Opinion Writing Checklist to check their own writing. Think aloud and decide whether you can move on from the bulleted item or whether you need to continue to look through your writing. Move on to another item on the checklist, this time rereading and checking for even more examples in your writing. Emphasize that writers reread and check their <i>whole</i> piece <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Ask students to think about the next item on the checklist and whether they would check one part of their writing for this item and then move on or need to check every part of their writing. Ask students to share their thinking with a partner. <p>d. Link: The teacher will send students off with copies of the Opinion Writing Checklist, Grades 1 and 2, and remind them to check every part of their writing for the items on the list.</p> <p>e. Mid-Workshop Teaching: The teacher will explain to students that writers use special print (e.g. bold print, underlining) to make important parts stand out.</p> <p>f. Share: The teacher will have students rehearse their oral presentations for the celebration and remind them to pay attention to punctuation when they are speaking.</p> Session 17 Documents	Advance Organizer Setting Objectives Setting Objectives Cooperative Learning Setting Objectives	B/C Creativity Collaboration Communication Critical Thinking
2	SL.1.1 SL.1.4	11. Book Review Talks (Session 18) Objective: Students will:		C/D

		<ul style="list-style-type: none"> • Know the importance of writing for an audience • Understand the necessary steps to write a piece that is engaging for an audience • Be able to share their writing with an audience <p>The book review talks will be a celebration of the persuasive authors and their work. Each classroom may choose to hold the expo differently, some ideas include:</p> <ul style="list-style-type: none"> • Inviting class buddies in to read student writing • Partnering with another grade level classroom • Inviting in parents, community members, authors in the classroom to read students writing • Share writing via class website or students digital portfolios • Send writing out to an audience via apps such as Remind 101, Google Drive, and more <p>Most importantly give students to share the work they have done and have an opportunity to celebrate their learning.</p> <p>Session 18 Documents</p>	<p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Feedback</p>	<p>Creativity Collaboration Communication Critical Thinking</p>
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Language/Word Study Block

1	RL.1.1 RI.1.1	Interactive Read Aloud Teacher choice: Find a favorite read aloud that demonstrates your love for reading. Think of a series or a book that could spark students desire to continue reading from that author, series, or on the topic.	Practice	B Critical Thinking
1	RF.1.4 RF.1.4a SL1.1.c	Shared Reading Teacher choice for shared reading activity this unit. Find ways to support students in fluency and word solving strategies. Demonstrate using context to confirm or self-correct word recognition and understanding and rereading as necessary. <p>During this share reading add the following speaking and listening component: Students will ask questions to clear up any confusion about the topics and texts under discussion. Model for students how to ask questions that are on topic and focused on improving the understanding of the text. Explain to students this is a skill they should not only use when discussing texts, but other topics as well.</p>	Practice	B Critical Thinking
1	RF.1.2 RF.1.3	Benchmark Phonics Unit 5: Technology at Work & Unit 6: Stories Teach Many Lessons		B

	RF.1.4	<table><tr><th></th><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><td rowspan="2">WEEK 1</td><td>Long a (final -e)<ul style="list-style-type: none">Shared Reading: "Go, Robot, Go!"Phonological Awareness: Phoneme CategorizationSpelling-Sound CorrespondencesBlend WordsHigh-Frequency WordsShare and Reflect</td><td>Long a (final -e)<ul style="list-style-type: none">Shared Reading and Writing: "Go, Robot, Go!"Phonological Awareness: Phoneme BlendingBlend, Build, and Write WordsRead Connected Text, BLM 13Share and Reflect</td><td>Long a (final -e)<ul style="list-style-type: none">Phonological Awareness: Phoneme SubstitutionIndependent Reading: "Make a Robot"Write WordsHigh-Frequency WordsShare and Reflect</td><td>Long a (final -e)<ul style="list-style-type: none">Blend: "Make a Robot"Write About the Text: EncodeShare and Reflect</td><td>Review and Assess: Long a (final -e)<ul style="list-style-type: none">Blend: "Make a Robot" and Decodable Lap 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1, 2, 3	L.1.4	Interactive Vocabulary The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none">Organizers like concept mapping or Frayer modelCooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think writeSimilarities and differences looking at similar and different words to the termNonlinguistic representation	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representati on	B/C Critical Thinking Communication Collaboration																																				
2	L.1.1h	Mechanics/Grammar Use determiners (e.g., articles, demonstratives)																																						

				
2		Handwriting Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication

Unit 4: Resources

UNIT RESOURCES

Teacher Resources:

- *Grade 1 Unit 3: Writing Reviews*
- Strategy Post-it notes for anchor charts
- [A User's Guide for Readers Get to Know Characters By Performing Their Books](#)
- *Koala Lou* by Mem Fox
- *Chrysanthemum* By Kevin Henkes
- [FHSD First Grade Sight Words](#)
- Anchor chart paperBenchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)

Student Resources:

- Access to a variety of text
- Post its
- Access to a variety of paper choices
- Tiny topic notebook (optional)
- Variety of writing tools
- Access to a variety of texts
- [FHSD First Grade Sight Words](#)

Vocabulary:

Character Trait- words that describe a characters personality or qualities

Comparison- look at similarities

Judgement- a decision based on careful thought

Opinion- personal beliefs and attitudes based on reasons and evidence

Performance- the act of presenting a play, concert or action for an audience

Persuade (Convince)- cause a person to do or believe something

Reason- ideas and thoughts used to support opinions

Review- a report about the quality of something (i.e. a book, performance, product, location, etc.)

Unit 5: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (BK. 3) & Poetry and Songs

Content Area: English Language Arts	Course: First Grade	UNIT: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension & Poetry and Songs (FHSD Created)
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<p>Unit Description:</p> <p>Reading: In this unit, students will move through four parts. In the first bend, readers will strengthen their abilities to monitor their reading and take action when they encounter problems. The second bend helps readers develop efficient strategies for word solving, while the third bend helps children maintain comprehension in longer texts. The final bend invites children to put it all together and read with fluency, showing off the skills they've developed over the course of the unit.</p> <p>Writing: This unit is a high energy, joyful unit! Students will learn how to compose their own songs and poems! The natural excitement for reading, writing, and singing songs will inspire students as writers, especially as they are invited to write from the heart. Students will learn to use their voice and newfound writing identity to write songs and poems that tell us who they are as a person.</p>	<p>Unit Timeline:</p> <p>Reading 20 days</p> <p>Writing 10-15 days</p>
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DESIRED Results
<p><u>Transfer Goal</u> - <i>Students will be able to independently use their learning to.....</i></p> <ul style="list-style-type: none"> • Engage in a variety of text for enjoyment and learning by reading fluently with comprehension • Communicate their ideas for a variety of purposes through written expression • Collaboratively communicate with peers and adults

Understandings – *Students will understand that... (Big Ideas)*

1. Effective readers use strategies to decode, comprehend, and discuss a variety of texts.
2. Effective writers use structure to communicate ideas clearly for a variety of purposes and audiences.

Essential Questions: Students will keep considering...

- What strategies do I use to read a text?
- What strategies do I use to understand what I have read?
- How do I share my learning with others?
- How do I communicate in writing so it makes sense to others?
- How do I decide who will be reading my writing and why am I writing it?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.1.1	<ul style="list-style-type: none">• A question is something you ask to gain information or clarify understanding• Questions should be on topic and relevant to the discussion or text• A key detail supports the central message of the story• A text is something you read• Literature refers to fiction, poetry, drama, and graphic stories	<ul style="list-style-type: none">• Readers ask questions helps us create meaning in a story• Readers answer questions to gain meaning in a story• Readers ask and answer questions to help understand a text	Ask and answer questions about key details in a text.
RL.1.2	<ul style="list-style-type: none">• A key detail supports the central message of the story• Central message/moral is what the author thinks is right or the proper way to behave• Retelling a story including talking about the beginning, middle, and end, also the characters and setting	<ul style="list-style-type: none">• Retelling a story helps you understand it better• Readers use key details to determine the central message or lesson of a story	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	<ul style="list-style-type: none">• A character is a person/animal in a story• A setting is where/when a story takes place• A key detail supports the main topic of the story• A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge	<ul style="list-style-type: none">• Readers describe characters in the story using key details to create meaning• Readers describe the setting in the story using key details to create meaning• Readers describe the major events in the story using key details to create meaning	Describe characters, settings, and major events in a story, using key details.
RL.1.4	<ul style="list-style-type: none">• Alliteration is repetition of the initial consonant sound in words that are close to one another (e.g., “wonderful wacky words”)	<ul style="list-style-type: none">• Readers use different strategies to figure out unknown words (decoding, context clues, etc.).	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

	<ul style="list-style-type: none"> Identify is to recognize Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") A simile typically uses the word like or as when making a comparison (e.g., "A blue whale's skin is as slippery as a bar of soap.") Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Readers need to know that after they decode unknown words they also need to know the meanings. Readers understand that some words and phrases are used figuratively. Readers monitor their reading and fix it when it breaks down 	
RL.1.6	<ul style="list-style-type: none"> Point of view is the perspective through which a story is told or an event is related. First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings Third person is when a narrator who usually identifies with the main character's point of view. Main character is the main person/animal in the story Dialogue is a conversation between two or more characters 	<ul style="list-style-type: none"> Stories unfold with the help of both the characters and the narrator Knowing the point of view of who is telling the story helps you understand it better 	Identify who is telling the story at various points in a text.
RL.1.7	<ul style="list-style-type: none"> An illustration is the picture that accompanies a text A character is a person/animal in a story A setting is where/when a story takes place A key detail supports the central message of the story A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge 	<ul style="list-style-type: none"> A story is made up of illustrations, details, characters, settings and events. Illustrations and details help the reader understand characters, settings, and the events of a story. Illustrations can add important details to a story. 	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	<ul style="list-style-type: none"> How to read connected words on a page. How to read and understand texts independently 	<ul style="list-style-type: none"> Words on a page have meaning. 	With prompting and support, students read prose and poetry of appropriate complexity for grade 1.

RI.1.10	<ul style="list-style-type: none"> • Reading strategies • Grade level phonics • Sight words 	<ul style="list-style-type: none"> • The importance of monitoring their reading for meaning • Readers use a variety of strategies to access the text • Concepts of print • What good readers sound like (fluency) 	With prompting and support, students read informational texts appropriately complex for grade 1.
RF.1.1	<ul style="list-style-type: none"> • A sentence completes a thought or idea, it includes a capital letter at the beginning, punctuation at the end, spacing, and words. • The three ending punctuation marks are period, question mark, and exclamation point. 	<ul style="list-style-type: none"> • Rules that dictate how print is read and written • Print is organized in predictable ways. • Authors use print features to help readers understand their writing. 	Demonstrate understanding of the organization and basic features of print.
RF.1.2	<ul style="list-style-type: none"> • Words are made of sounds. 	<ul style="list-style-type: none"> • Words can be broken into single sounds. • Words can be blended to make a word. 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	<ul style="list-style-type: none"> • Vowels are phonemes that are <i>voiced</i> and <i>open</i>. • Long vowels • Short vowels 	<ul style="list-style-type: none"> • How to apply the knowledge of letter-sound relationships 	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2c	<ul style="list-style-type: none"> • Syllables are units of a spoken word and where words are naturally divided. • Blending is putting individual sounds together. 	<ul style="list-style-type: none"> • Words can be broken into parts. • Combining individual sounds together to make a word. • Words can be broken apart by individual sounds. 	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.3	<ul style="list-style-type: none"> • Sight words or high-frequency words are words we need to know automatically 	<ul style="list-style-type: none"> • Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	<ul style="list-style-type: none"> • Consonant digraphs are two or more consonants representing a single sound, such at <i>kn</i> and <i>ck</i>. 	<ul style="list-style-type: none"> • Consonant digraphs can be at the beginning or ending of a word 	Know the spelling-sound correspondences for common consonant digraphs
RF.1.3b	<ul style="list-style-type: none"> • A letter represents a sound 	<ul style="list-style-type: none"> • Specific letter sequence make words 	Decode regularly spelled one-syllable

	<ul style="list-style-type: none"> Letters strung together in a sequence make words 		words.
RF.1.3c	<ul style="list-style-type: none"> Final -e (CVCe), the vowel in CVCe words are given a long sound by the silent e. Vowel teams are when two vowels together make the same long vowel sound almost all of the time (e.g., <i>ee</i>, <i>ea</i>, <i>ai</i>, and <i>oa</i>). 	<ul style="list-style-type: none"> Apply the knowledge of letter-sound relationships 	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	<ul style="list-style-type: none"> Inflectional endings are added to the end of a root word to change its meaning (e.g., -s, -es, -ed, -ing). 	<ul style="list-style-type: none"> Word meanings change depending on context of the word and additions to the word 	Read words with inflectional endings.
RF.1.3g	<ul style="list-style-type: none"> Irregularly spelled words (e.g., <i>been</i> and <i>come</i>) 	<ul style="list-style-type: none"> Some words do not follow spelling patterns and cannot be sounded out 	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. Readers reread to fix mistakes. Readers reread to check understanding. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. Reading strategies support understanding 	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	<ul style="list-style-type: none"> Readers read to be entertained, to learn, or to get informed, etc) Readers comprehend what they are reading 	<ul style="list-style-type: none"> Reading strategies support understanding Reading has many purposes 	Read on-level text with purpose and understanding.
RF.1.4b	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. 	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c	<ul style="list-style-type: none"> • Readers reread to fix mistakes. • Readers reread to check understanding. 	<ul style="list-style-type: none"> • Reading strategies support understanding • Readers read text with accuracy to comprehend. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.3	<ul style="list-style-type: none"> • Narrative is a story that can be fictional or grounded in fact. • Event Sequence is the order in which the events occur in a story. • Temporal words signal event order. • Closure is the end of the piece where the writer bring the piece to a close by telling the reader how things turned out • Details are the information provided 	<ul style="list-style-type: none"> • Narrative writing can be imaginary • Narrative writing comes from your own experiences • Fictional authors may use some details from real life to imagine their stories, the stories are mostly made up • Can be true or something made up • Organization helps a reader understand the story 	Write narratives in which they recount two or more appropriately sequences events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	<ul style="list-style-type: none"> • Details are the information provided • Elaboration is talking in more detail • Examples are clear cut explanations • Editing is fixing spelling, punctuation, and grammar errors • Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. • Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized. 	<ul style="list-style-type: none"> • Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about • Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process) 	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
SL.1.1	<ul style="list-style-type: none"> • Collaborative conversations involve discussing ideas and working jointly with others to create new thinking. • Partners are who you share information with • Rules of discussion • Listening in discussion • Responding is building on someone's remark or asking/answering a question • Comments are when you make a reference to someone's remark before adding your thoughts 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion • There are different purposes when speaking at different times and with different people • Listening to a person's response helps deepen your understanding • Listening to a person's response helps form you comments • That your response should be related to the topic of the conversation 	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

	<ul style="list-style-type: none"> Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> The questions you ask questions in conversations help to clarify your understanding Collaborative conversations include all voices The rules of conversation make sure all members benefit from the conversations 	
SL.1.2	<ul style="list-style-type: none"> Not all details are equally important Key details support the main topic/idea A question is something you ask to gain information or clarify understanding Answers are spoken or written replies to a question Media includes print, pictures, and illustrations A read aloud is when students actively listen to and discuss a text read aloud 	<ul style="list-style-type: none"> You gain meaning from a text by asking questions You gain meaning from text from listening to information being presented orally and asking questions How to identify the ideas & details that matter the most in text 	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	<ul style="list-style-type: none"> People Places Things Events 	<ul style="list-style-type: none"> Details help others to better understand what they are presenting. 	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	<ul style="list-style-type: none"> A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. 	<ul style="list-style-type: none"> What they are trying to express Purpose of their presentation The audience determines the type of language and presentation used 	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)
L.1.1a	<ul style="list-style-type: none"> All upper- and lowercase letters 	<ul style="list-style-type: none"> Authors follow conventional rules to effectively communicate with others 	Print all upper- and lowercase letters.
L.1.1e	<ul style="list-style-type: none"> Verbs to convey a sense of past, present, and future frequently occurring adjectives. 	<ul style="list-style-type: none"> We follow grammar rules so that our writing makes sense to our reader. 	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)
L.1.1j	<ul style="list-style-type: none"> A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. To expand a sentence you add details to the sentence. 	<ul style="list-style-type: none"> Sentences are a form of communication Sentences convey a thought or idea 	Produce and expand complete, simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2	<ul style="list-style-type: none"> Capitalization is the use of uppercase letters to signal where sentences begin and to indicate that words are proper nouns. Ending punctuation signals the end of a sentence (e.g., period, question mark, exclamation point). Commas are punctuation marks that are used for a variety of reasons, typically to separate words or word groups. Spelling conventions are the rules concerning the correct ways to spell words. Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	<ul style="list-style-type: none"> Words can have multiple meanings A phrase is a sequence of two or more words A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). Root words are base words. Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word Context clues help determine word meaning Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4a	<ul style="list-style-type: none"> Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Context clues help determine word meaning 	Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4c	<ul style="list-style-type: none"> Root words are base words. Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). 	<ul style="list-style-type: none"> Word parts change the meaning of the sentences/phrases 	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5	<ul style="list-style-type: none"> Define is to explain Categories are classifying objects into groups Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives Adjectives are words that modify or describe a person or thing in a sentence. Verbs are action words Intensity of words how a word can change the emotion/energy of the word Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces. 	<ul style="list-style-type: none"> Words have a variety of meaning Words express how the author feels Creating categories of words can help with understanding the meaning of the words Real life connections help anchor meaning of words Adjectives can convey how the author feels 	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.6	<ul style="list-style-type: none"> Content or academic vocabulary words 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning 	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 5: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.	<u>R/R Quadrant</u> <u>21 Century</u> C Critical Thinking
1	RL.1.10 RI.1.10		

	<p>RL.1.1 RI.1.1</p>	<p>Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">First Grade Reading Level Expectations</th> </tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1st Quarter</td><td>D-E</td><td>C</td><td>B or below</td></tr> <tr> <td>2nd Quarter</td><td>F-G</td><td>E</td><td>D or below</td></tr> <tr> <td>3rd Quarter</td><td>I</td><td>F-H</td><td>E or below</td></tr> <tr> <td>4th Quarter</td><td>J</td><td>H-I</td><td>G or below</td></tr> </tbody> </table> <p>Reading Benchmark: Teacher will use reading benchmark and protocol to assess students on priority standards in reading.</p> <p>Teacher Protocol & Blueprint</p>	First Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	D-E	C	B or below	2 nd Quarter	F-G	E	D or below	3 rd Quarter	I	F-H	E or below	4 th Quarter	J	H-I	G or below	Communication
First Grade Reading Level Expectations																											
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1 st Quarter	D-E	C	B or below																								
2 nd Quarter	F-G	E	D or below																								
3 rd Quarter	I	F-H	E or below																								
4 th Quarter	J	H-I	G or below																								

Unit 5: Sample Activities

SAMPLE LEARNING PLAN

Reader's Workshop

Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (BK. 3)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1	RL.1.7 RF.1.2 RF.1.3 RF.1.4 L.1.4	<p>You Be the Boss! Readers Say, "I Can Do This!" (session 1)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know the good habits for solving hard words. Understand how to problem solve words we don't know. Be able to use multiple strategies to solve unknown words. <p>a. Connection: The teacher will rally kids around the mindset that reading tricky words is hard work, but they can be the boss and take charge of their own reading. Tell students that today they will learn that when readers are the boss of their reading, one of their jobs is to stop at the first sign of trouble and try something, using all that they know. Start the "Be the Boss of Your Reading!" chart.</p>	Setting Objectives	C Creativity Communication Collaboration Critical thinking

		<p>b. Teaching and Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Remind readers to take a sneak peek before they read. Use the book <u>The Dinosaur Chase</u> to model how to take a sneak peek. ii. Demonstrate how readers don't back down from a challenging word in their books, but instead they stop and try something, using all they know about solving words. Have students turn and talk to recall "Good Habits for Solving Hard Words". Model problem solving a word using each of the good habits for solving hard words. iii. Prompt readers to transfer this same work to their own books. Remind them to use all they know to solve a hard word. <p>c. Link: The teacher will recap the word-solving work students did and reference the "Be the Boss of Your Reading!" chart. Tell them they are hired. They are the boss of their reading.</p> <p>d. Mid-Workshop Teaching: The teacher will explain to students to stop when they're stuck and when something doesn't seem right.</p> <p>e. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Teach children new lyrics to a familiar song to serve as a reminder of what do when something in their reading isn't right. Invite them to sing the song with you. Share with students the "Be a Reading Boss" lyrics on a chart. ii. Tell children that they can sing this song to themselves as they read and detect trouble. They are in charge of their own reading. <p>Session 1 Documents</p>	<p>Cooperative Learning</p> <p>Setting Objectives</p> <p>Setting Objectives</p> <p>Cues and Questions</p>	
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1	RL.1.1 RL.1.7 RF.1.2 RF.1.3 RF.1.4 L.1.4	Readers Use Everything They Know to Solve a Word (<i>session 2</i>) Objective: Students will: <ul style="list-style-type: none"> Know the good habits for solving hard words. Understand that readers try another strategy if the first one doesn't work. Be able to use multiple strategies to solve unknown words. <p>a. Connection: The teacher will tell a short anecdote to highlight the idea that solving a problem means trying out more than one strategy. Tell students that when reading unknown words you try something and then try something else. Add to the chart "Be the Boss of Your Reading".</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Ask children to listen to you read and signal if you make a mistake. Demonstrate how to use more than one strategy to solve the tricky word. Use the book <u>The Dinosaur Chase</u> to model using multiple strategies for solving unknown words. Refer to the "Good Habits for Solving Hard Words" as needed. <p>c. Active Engagement: The teacher will coach readers to try multiple strategies at the point of difficulty. Students will work with a partner to practice using multiple strategies for solving unknown words and partners will provide feedback on the strategies they tried.</p> <p>d. Link: The teacher will revisit the chart "Be the Boss of Your Reading!" to help students accumulate all that they've been taught. Invite children to read the chart along with you.</p> <p>e. Mid-Workshop Teaching: The teacher will explain to students that referencing old charts can help with new work.</p> <p>f. Share: The teacher will return to the class song to celebrate and encourage children to tackle trouble when reading.</p> <p>Session 2 Documents</p>	Setting Objectives Advance Organizer Cooperative Learning Cues and Questions	B/C Creativity Communication Collaboration Critical Thinking
1	RL.1.1 RI.1.7 RF.1.2 RF.1.3 RF.1.4 L.1.4	Readers Make a Plan (<i>Session 4</i>) Objective: Students will: <ul style="list-style-type: none"> Know the good habits for solving hard words Understand readers set a goal for reading Be able to use a checklist to set a goal for reading <p>a. Connection: The teacher will tell a short anecdote about how writers think about ways to make their writing stronger when they are at the end of a book. Explain to students that readers do the same thing. Tell students readers</p>	Setting Objectives	B/C Creativity Communication Collaboration Critical Thinking

		<p>think about what they do a lot as readers and what they can do more to make a plan to become better readers.</p> <p>b. Teaching: The teacher will refer to the class word “Good Habits for Solving Hard Words” chart and model how to use the chart as a checklist to evaluate the strategies they use as a reader. Jot strategies they not used often on a post it as a reminder of their plan for reading.</p> <p>c. Active Engagement: The teacher will give each student a small copy of the “Tools for Solving and Checking Hard Words” chart. Students will work with a partner to identify strategies they use all of the time and those they don’t use as often. Students will circle the strategies they don’t use often as a reminder of their plan for reading. The teacher will celebrate students reading plans to encourage honest self assessment.</p> <p>d. Link: The teacher will explain to students that readers don’t forget old strategies while working on new strategies.</p> <p>e. Mid-Workshop Teaching: The teacher will prompt students to check in on their goal and remind students to keep their goal visible as a way to stay focused.</p> <p>f. Share: The teacher will ask students to share their goals with a partner. Students will find a “special spot” to keep their goal.</p> <p>Session 4 Documents</p>	<p>Advance Organizers</p> <p>Cooperative Learning</p>	
1	<p>RL.1.1 RL.1.2 RF.1.2 RF.1.3 RF.1.4 SL.1.1 SL.1.4 L.1.4</p>	<p>Readers Get Help When They Need It (session 5)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know the good habits for solving hard words. • Understand reading partners are a resource to use when we need help. • Be able to ask a reading partner for help. • Be able to help a reading partner when they need help. <p>a. Connection: Explain that sometimes even bosses need help to solve problems. Tell the students that today you are going to teach them that sometimes people need to work together to solve hard problems. Explain to them that they can call on their partner to help them use lots of strategies and check their reading, especially when it feels really tough. Add the strategy post-it (we work together to solve hard problems) to the “Reading Partners Work Together” Chart.</p> <p>b. Teaching & Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Set students up to “fishbowl” a partnership, noticing how one partner helps the other with a challenging part of the text. The teacher will model a partnership with a student from the class using “Tools for 	<p>Setting Objectives</p> <p>Cooperative</p>	<p>B/C</p> <p>Creativity Communication Collaboration Critical Thinking</p>

		<p>Solving and Checking Hard Words” chart. Students will turn and talk to their partner brainstorming all of the things they have seen so far.</p> <ul style="list-style-type: none"> ii. Reconvene the group and restate the key observations students made. iii. Give students a second chance to observe the partnership in action. Students will turn and talk with a partner to describe a partner helped the teachers. <p>c. Link: The teacher will remind students that readers can call on partners to help them solve challenges in their books.</p> <p>d. Mid-Workshop Teaching: The teacher will encourage students to check on their goals from yesterday.</p> <p>e. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Celebrate the learning of the first bend by singing the “Be a Reading Boss!” song, adding the final verse. ii. Use interactive writing to make a sign for the classroom door as a way to create a buzz in the school about the important reading work students are doing. <p>Session 5 Documents</p>	<p>Learning</p> <p>Setting Objectives</p>	
1	<p>RL.1.1 RL.1.2 RL.1.4 SL.1.1 SL.1.4 SL.1.6</p>	<p>Readers Think about the Story to Problem Solve Words (<i>session 6</i>)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know readers use good habits for solving hard words. • Understand that readers think about what’s happening in the story to problem solve words. • Be able to use the strategy “Think about what’s happening” when solving unknown words. <p>a. Connection: The teacher will celebrate students growth, and invite reading partners to give each other compliments. Students will turn and talk to their partner offering a compliment on something they do when reading gets tough. The teacher will explain that readers sometimes use bigger tools to get the job done. The teacher will tell students that readers don’t just look at the picture. They also think about what is happening in the story to help them figure out what word would make sure. The teacher will add to the “Tools for Solving and Checking Hard Words” chart.</p> <p>b. Teaching: The teacher will demonstrate how checking the picture is not always enough. Then, think about what has happened so far to determine a word that makes sense using <u>Zelda and Ivy: The Runaways</u>.</p> <p>c. Active Engagement: The teacher will:</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Providing Feedback</p>	<p>C</p> <p>Creativity Communication Collaboration Critical Thinking</p>

		<ul style="list-style-type: none"> i. Invite children to read the next page along with you. Then, remind readers to think about what is happening in the story to figure out a “hard” word in the text. Students will turn and talk with a partner to problem solve a word. ii. Highlight the work of one partnership to reinforce the new strategy. Students will turn and talk with a partner to problem solve another word. <p>d. Link: The teacher will recap the strategy to add this new tool to students’ repertoire of word-solving strategies.</p> <p>e. Mid-Workshop Teaching: The teacher will explain to students that readers reread to remember what’s happening.</p> <p>f. Share: The teacher will remind children that readers do something at the end. Channel partners to retell the big events of the story, to act as reporters giving a full news report about their books.</p> <p>Session 6 Documents</p>	<p>Cooperative Learning</p> <p>Setting Objectives</p>	
1	RF.1.2 RF.1.3 L.1.2	<p>Readers Try Sounds Many Ways to Figure Out Words (session 10)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know readers need to be flexible with the sounds they use when reading an unknown word. • Understand vowels and letter combinations can make many different sounds. • Be able to try many different sounds to figure out an unknown word. <p>a. Connection: The teacher will remind students of previous learning about vowels having different sounds. Explain that groups of letters can team up to make a different sound also. Tell students readers need to be flexible and know that letters and groups of letters can make different sounds. Readers say the word or the word part many ways to figure out the sound.</p> <p>b. Teaching: The teacher will demonstrate solving a difficult word by trying it many ways explicitly, using the word “spread” on page 4 of the text <u>Zelda and Ivy: The Runaways</u>. The teacher will model stopping to monitor meaning and syntax.</p> <p>c. Active Engagement: The teacher will model using multiple sounds to problem solve the word “fourteen” on page 8 of the text <u>Zelda and Ivy: The Runaways</u>. Students will work with a partner to solve the word together. The teacher will add the strategy “Try it many ways” to the “Tools for Solving and Checking Hard Words” chart”.</p> <p>d. Link: The teacher will remind students that readers always have to stop when something’s not quite right and try something to fix it up. Remind children that</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Setting Objectives</p>	<p>B/C</p> <p>Creativity Communication Collaboration Critical Thinking</p>

		<p>this is a tool they can add to their toolbox and use when they come to a word with sneaky sounds.</p> <p>e. Mid-Workshop Teaching: The teacher will ask students to look back at word study charts or tools in the room to refresh their minds about the vowel combinations they have learned in isolation. Remind them to use these patterns to help them make the sounds as they decode unknown words in their books. Have students record words that they have to problem solve by using the strategy, “trying it many ways” on post-its as they read (will be used in share).</p> <p>f. Share: The teacher will inspire children to be curious about words by encouraging them to study words closely and with a curious mind. The teacher will ask students to share words they collected with a partner. The teacher will listen to conversations to create an interactive chart of words using the post-its students.</p>	Cooperative Learning	
1	RL.1.1 RL.1.2 RL.1.3 RL.1.7 SL.1.1 SL.1.4 SL.1.6	<p>Readers Make Mind Movies to Picture What’s Happening (session 13)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know acting out what’s happening in our text with a partner helps us picture what’s happening. • Understand readers visualize what is happening in a text to help them understand what they are reading. • Be able to make a movie in our heads to picture what’s happening in our reading. <p>a. Connection: Explain how readers can be just like movie directors, using their imagination to turn the pictures and words in a book into a movie in their mind. Tell students that we will use our imagination to turn what’s happening in the book into a movie in our minds. Add the strategy “Make a movie, to picture what’s happening” to the “Tools for Understanding Our Books” chart.</p> <p>b. Teaching: The teacher will use the pictures and words in the class demonstration text to imagine what’s happening (<u>Zelda and Ivy: The Runaways</u>). The teacher will use page 20 to model making the picture into a movie in her mind.</p> <p>c. Active Engagement: The teacher will read a few more pages of the text, prompting students to envision the next scene. Then have them turn and act out the “movie” with their partners, naming back all that is happening. Use page 23 of the text <u>Zelda and Ivy: The Runaways</u>. Add the strategy “we act it out to understand” to the chart “Reading Partners Work Together”.</p>	Setting Objectives Advance Organizer Cooperative Learning Setting Objectives	C Creativity Communication Collaboration Critical Thinking

		<p>d. Link: The teacher will recap today's strategy, reminding readers to stop and solve new words in both fiction and nonfiction books.</p> <p>e. Mid-Workshop Teaching: The teacher will explain to students you can use your own word to replace new words when reading to understand the meaning of an unknown word.</p> <p>f. Share: The teacher will explain that partners can teach one another what new words mean as a way to build vocabulary. Students will pick a word from their book to teach their partner the meaning by using comparisons and gestures.</p>	Identifying Similarities and Differences	
1	RF.1.4 SL.1.1 SL.1.6	<p>Partners Work Together to Make Their Reading Sound Its Very Best (Session 18)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know the good habits of of solving hard words. • Understand audiences can provide feedback. • Be able to give a partner feedback on their oral reading. • Be able to improve our reading using feedback. <p>a. Connection: Tell students you are going to share a recording of your reading because you think it's ready to be shared. Ask them to listen to see if your reading sounds its very best. After sharing, you will elicit student feedback. Tell students that today you are going to teach them that in order to make your reading sound its very best, you can read for an audience. Partners can listen to give tips like, "Reread this part again and make it smoother." Add a new strategy post-it to your class partner chart (We make our reading sound its very best!).</p> <p>b. Teaching: The teacher will consider student feedback and tips to improve the fluency of their reading. Be sure to use voice overs to emphasize your thinking and decision making.</p> <p>c. Active Engagement: The teacher will coach partners to take turns reading aloud. Urge partners to listen carefully and give feedback, providing tips to help one another smooth out bumpy parts or add more expression, especially to lines of dialogue.</p> <p>d. Link: The teacher will encourage students to begin their work time with partners before reading independently to give children opportunities to practice this work in partnerships today.</p> <p>e. Mid-Workshop Teaching: The teacher will coach students to check in with their personal reading goals, reflecting on how often they are using their goal. Students may need to push themselves farther, and some may need to set a new goal.</p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Cooperative Learning</p> <p>Provide Recognition</p>	<p>B/C</p> <p>Creativity Communication Collaboration Critical Thinking</p>

		<p>d. Link: The teacher will say, <i>“Today and everyday we are going to be the kind of writers who write about something that holds our feelings.”</i></p> <p>e. Share: In groups of four students will share what they tried today in their poems.</p>		
2	W.1.3	<p>4. Introduction to Writing Songs: Setting the Stage</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Know that songs and poems have similar characteristics. • Understand that songs and poems create pictures in your mind. • Be able to draw a picture in response to a song. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Show students the text of a song and a poem Explain to students today we are going to notice how songs and poetry are similar <p>b. Teaching: Teacher will:</p> <ol style="list-style-type: none"> Say, <i>“Writers, today I want to teach you something. Can I do that? Today I want us to notice the structural characteristics of the songs and poems we just read.”</i> Notice the stanza of a poem and the breaks in a song Notice the length of the lines <p>c. Active Engagement: Together create a chart to discuss what each of the poems have in common. Play music and have students draw what poem/song makes them think about.</p> <p>d. Mid-Workshop Teaching: After listening to the songs, stop and discuss, what does this song/poem make you think about and what do you see in your mind.</p> <p>e. Share: Turn and talk with a partner about what they saw when they heard the poem/song.</p> <p>Appendix Document Lyrics to “Let it Go” (possible song idea)</p>	<p>Setting Objectives</p> <p>Similarities and Differences</p> <p>Cooperative Learning</p>	<p>B Creativity Critical Thinking Communication</p>
2	W.1.3	<p>5. Keeping the Rhythm and Beat</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Know that songs/poems have a rhythm • Understand that songs have a rhythm but the words could be changed to create a new piece • Be able to complete a poem/song by filling in the blanks of a familiar song <p>a. Connection: The teacher will say, <i>“Writers, yesterday we looked at how different poems, and songs were the same structurally. Today I want to show you how these pieces have rhythm.”</i></p> <p>a. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Show examples of poems/songs that kept the tune but changed the 	<p>Setting Objectives</p>	<p>B Creativity Communication Critical Thinking</p>

		<p>doing writing songs and poems.</p> <p>b. Teaching: The teacher will say, <i>"Sometimes poets and song writers realize their poems and songs sound more like stories. Today I want to teach you that when poets have story-like drafts, one way to make them poem like is by taking out extra words or taking out parts of the writing that aren't the main thing, and instead choosing precise words, words that show, not tell, or finding words that create an imagine in the reader's mind, even playing around with line breaks or patterns on the page."</i></p> <p>c. Active Engagement: Students will choose a section of their writing and think about parts they could remove from the piece.</p> <p>d. Link: Remind students that today and every day we want them to be the kind of writers who are precise with their language.</p> <p>e. Mid-Workshop Teaching: Check in with students and point out some writing you have noticed where students are being precise with their language.</p> <p>f. Share: The students will listen to their partners writing and write a compliment about the strategy their partner chose to try that day.</p>	Providing Feedback	
2	W.1.3 SL.1.1	<p>8. Celebration</p> <p>This celebration is different than past celebrations, think about alternatives to celebrating published work. Think about ways to celebrate the messy parts of the process in this unit, the awkwardness in the learning. A couple of ideas for a celebration are:</p> <ul style="list-style-type: none"> • Revision-students sharing where a piece of writing was at the beginning of the unit and how it ended up after all of their learning • Precise word celebration-students showcasing how they used precise words to amp up their writing • Expert Showcase-students showcase an area they became an expert in during this unit (i.e. revision, precise language, etc.) 	Providing Recognition	C/D Communication
<h2>Language/Word Study Block</h2>				
1	RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.10 RF.1.2 RF.1.3 RF.1.4	<p>Interactive Read Aloud</p> <p>Session 1:</p> <ul style="list-style-type: none"> • Choose an engaging chapter book that will support student's ability to hold onto a story across multiple days, the example is <i>Frog and Toad Are Friends</i> by Arnold Lobel • Introduce the book and take a sneak peak • Review the qualities of a strong book talk • Student discussion in groups <p>Session 2:</p> <ul style="list-style-type: none"> • Prompt students to list the details they learned about the characters in the 	Advance Organizer Cooperative Learning	B Communication Collaboration Critical Thinking

		<ul style="list-style-type: none"> first two chapters Point out story events Discuss tricky phrases in the text <p>Session 3:</p> <ul style="list-style-type: none"> Set students up to listen to the final chapter with a lens Prompt readers to pay attention to what the characters are doing, how they are feeling, and why Have a class discussion about the author's message 	Cues, Questions	
1	RL.1.10 RF.1.2 RF.1.3 RF.1.4	<p>Shared Reading</p> <p><i>Tumbleweed Stew</i> lessons include</p> <ul style="list-style-type: none"> Using meaning, syntax, and visual information to solve tricky words Cross-checking sources of information (MSV) Word study Fluency Putting it all together (synthesizing) 	Cues, Questions	C Critical Thinking
1	RF.1.2 RF.1.3 RF.1.4	<p>Benchmark Phonics Unit 7: Past, Present, and Future</p>	<p>Similarities & Differences</p> <p>Homework & Practice</p> <p>Cooperative Learning</p>	B Collaboration Critical Thinking
1, 2, 3	L.1.4	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> Organizers like concept mapping or Frayer model Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write Similarities and differences looking at similar and different words to the term Nonlinguistic representation 	<p>Organizers</p> <p>Cooperative Learning</p> <p>Similarities & Differences</p> <p>Nonlinguistic Representation</p>	B/C Critical Thinking Communication Collaboration
2	L.1.1.j	<p>Mechanics/Grammar</p> <p>This should take place regularly throughout the unit:</p> <p>Teacher will point out a variety of sentences written in a text. Point out to students how an author uses a variety of sentences (i.e. simple, compound, declarative,</p>	Setting Objectives	B/C Critical Thinking Communication

		<p>interrogative, imperative, and exclamatory) to make writing interesting. Discuss the purpose of the types of punctuation used in these sentences and how they add value to the piece.</p> <p>Notice the different types of sentences and compare and contrast them.</p> <p>Ask students to use the mentor texts as models for what they can do in their writing.</p>	<p>Similarities and Differences</p> <p>Practice</p>	
2	L.1.4.a	<p>Context Clues</p> <p>Model for students using the sentence-level context as a clue to the meaning of a word or phrase. Explain to students that writers hide clues within a text to help us understand words or phrases we do not know. Using either the shared reading text from this unit or a read loud, point out a word or phrase that gives you some confusion. Model for students how you use the rest of the text to help you determine the word and word meaning.</p> <p>This should be on-going and taking place in small group work as well.</p>	Practice	B Critical Thinking
2		<p>Handwriting</p> <p>Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.</p>	Practice	A Communication

Unit 5: Resources

UNIT RESOURCES

Teacher Resources:

- *Grade 1 Unit 3: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension*
- *The Dinosaur Chase* by Price, Hugh
- *Frog and Toad* by Lobel, Arnold
- *Zelda and Ivy: The Runaways* by Kvasnosky, Laura M.
- *Tumbleweed Stew* by Crummel, Susan Stevens
- [Poetry and Songs unit](#)
- Strategy Post-it notes
- "Be a Reading Boss!" song
- [FHSD First Grade Sight Words](#)
- Anchor chart paperBenchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)

Student Resources:

- “Be a Reading Boss!” song
- Reading Mats
- Post-it notes for goal setting
- Access to a variety of text
- Access to a variety of paper choices
- Tiny topic notebook (optional)
- Variety of writing tools
- Access to a variety of texts
- [FHSD First Grade Sight Words](#)

Vocabulary:

Audience- a group of listeners or viewers; the persons reached by a book or broadcast

Dialogue- conversation between two or more characters in a book, play or movie

Phrasing- grouping words together to make sense

Rhythm- a strong repeated pattern or beat

Stanza- a group of lines in a poem or song

Unit 6: First grade readers will begin the unit reading chapter books. In Bend 1, they will discover that readers go on big adventures. In Bend 2, the readers will study the characters in books. In Bend 3, the students will discover that they can learn an important lesson from the characters. In Bend 4 readers will share their opinions they have about books.(Bk. 4) & From Scenes to Series: Writing Fiction (Bk. 4)

Content Area: English Language Arts	Course: First Grade	UNIT: Meeting Characters and Learning Lessons: A Study of Story Elements & From Scenes to Series: Writing Fiction
Unit Description: Reading: First grade readers will begin the unit reading chapter books. In Bend 1, they will discover that readers go on big adventures. In Bend 2, the readers will study the characters in books. In Bend 3, the students will discover that they can learn an important lesson from the characters. In Bend 4 readers will share their opinions they have about books. Writing: First grade writers will begin the unit writing realistic fiction. In Bend 2, they will set out		Unit Timeline: 20 days

to write a series based on realistic fiction. In Bend 3, first grade writers will improve their writing using mentor texts and studying themselves as a writer. In Bend 4, they will work to publish a second realistic fiction series.

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Engage in a variety of text for enjoyment and learning by reading fluently with comprehension
- Communicate their ideas for a variety of purposes through written expression
- Collaboratively communicate with peers and adults

Understandings – Students will understand that... (Big Ideas)

1. Effective readers use strategies to decode, comprehend, and discuss a variety of texts.
2. Effective writers use structure to communicate ideas clearly for a variety of purposes and audiences.

Essential Questions: Students will keep considering...

- What strategies do I use to read a text?
- What strategies do I use to understand what I have read?
- How do I share my learning with others?
- How do I communicate in writing so it makes sense to others?
- How do I decide who will be reading my writing and why am I writing it?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.1.1	<ul style="list-style-type: none"> ● A question is something you ask to gain information or clarify understanding ● Questions should be on topic and relevant to the discussion or text ● A key detail supports the central message of the story ● A text is something you read ● Literature refers to fiction, poetry, drama, and graphic stories 	<ul style="list-style-type: none"> ● Readers ask questions helps us create meaning in a story ● Readers answer questions to gain meaning in a story ● Readers ask and answer questions to help understand a text 	Ask and answer questions about key details in a text.
RL.1.2	<ul style="list-style-type: none"> ● A key detail supports the central message of 	<ul style="list-style-type: none"> ● Retelling a story helps you understand 	Retell stories, including key details,

	<p>the story</p> <ul style="list-style-type: none"> Central message/moral is what the author thinks is right or the proper way to behave Retelling a story including talking about the beginning, middle, and end, also the characters and setting 	<p>it better</p> <ul style="list-style-type: none"> Readers use key details to determine the central message or lesson of a story 	<p>and demonstrate understanding of their central message or lesson.</p>
RL.1.3	<ul style="list-style-type: none"> A character is a person/animal in a story A setting is where/when a story takes place A key detail supports the main topic of the story A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge 	<ul style="list-style-type: none"> Readers describe characters in the story using key details to create meaning Readers describe the setting in the story using key details to create meaning Readers describe the major events in the story using key details to create meaning 	<p>Describe characters, settings, and major events in a story, using key details.</p>
RL.1.4	<ul style="list-style-type: none"> Alliteration is repetition of the initial consonant sound in words that are close to one another (e.g., “wonderful wacky words”) Identify is to recognize Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Readers use different strategies to figure out unknown words (decoding, context clues, etc.). Readers need to know that after they decode unknown words they also need to know the meanings. Readers understand that some words and phrases are used figuratively. Readers monitor their reading and fix it when it breaks down 	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>
RL.1.6	<ul style="list-style-type: none"> Point of view is the perspective through which a story is told or an event is related. First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings Third person is when a narrator who usually identifies with the main character’s point of view. 	<ul style="list-style-type: none"> Stories unfold with the help of both the characters and the narrator Knowing the point of view of who is telling the story helps you understand it better 	<p>Identify who is telling the story at various points in a text.</p>

	<ul style="list-style-type: none"> • Main character is the main person/animal in the story • Dialogue is a conversation between two or more characters 		
RL.1.7	<ul style="list-style-type: none"> • An illustration is the picture that accompanies a text • A character is a person/animal in a story • A setting is where/when a story takes place • A key detail supports the central message of the story • A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge 	<ul style="list-style-type: none"> • A story is made up of illustrations, details, characters, settings and events. • Illustrations and details help the reader understand characters, settings, and the events of a story. • Illustrations can add important details to a story. 	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	<ul style="list-style-type: none"> • How to read connected words on a page. • How to read and understand texts independently 	<ul style="list-style-type: none"> • Words on a page have meaning. 	With prompting and support, students read prose and poetry of appropriate complexity for grade 1.
RI.1.10	<ul style="list-style-type: none"> • Reading strategies • Grade level phonics • Sight words 	<ul style="list-style-type: none"> • The importance of monitoring their reading for meaning • Readers use a variety of strategies to access the text • Concepts of print • What good readers sound like (fluency) 	With prompting and support, students read informational texts appropriately complex for grade 1.
RF.1.1	<ul style="list-style-type: none"> • A sentence completes a thought or idea, it includes a capital letter at the beginning, punctuation at the end, spacing, and words. • The three ending punctuation marks are period, question mark, and exclamation point. 	<ul style="list-style-type: none"> • Rules that dictate how print is read and written • Print is organized in predictable ways. • Authors use print features to help readers understand their writing. 	Demonstrate understanding of the organization and basic features of print.
RF.1.2	<ul style="list-style-type: none"> • Words are made of sounds. 	<ul style="list-style-type: none"> • Words can be broken into single sounds. • Words can be blended to make a word. 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	<ul style="list-style-type: none"> • Vowels are phonemes that are <i>voiced</i> and <i>open</i>. 	<ul style="list-style-type: none"> • How to apply the knowledge of letter-sound relationships 	Distinguish long from short vowel sounds in spoken single-syllable

	<ul style="list-style-type: none"> Long vowels Short vowels 		words.
RF.1.3	<ul style="list-style-type: none"> Sight words or high-frequency words are words we need to know automatically 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	<ul style="list-style-type: none"> Consonant digraphs are two or more consonants representing a single sound, such as <i>kn</i> and <i>ck</i>. 	<ul style="list-style-type: none"> Consonant digraphs can be at the beginning or ending of a word 	Know the spelling-sound correspondences for common consonant digraphs
RF.1.3b	<ul style="list-style-type: none"> A letter represents a sound Letters strung together in a sequence make words 	<ul style="list-style-type: none"> Specific letter sequence make words 	Decode regularly spelled one-syllable words.
RF.1.3c	<ul style="list-style-type: none"> Final -e (CVCe), the vowel in CVCe words are given a long sound by the silent e. Vowel teams are when two vowels together make the same long vowel sound almost all of the time (e.g., <i>ee</i>, <i>ea</i>, <i>ai</i>, and <i>oa</i>). 	<ul style="list-style-type: none"> Apply the knowledge of letter-sound relationships 	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	<ul style="list-style-type: none"> Inflectional endings are added to the end of a root word to change its meaning (e.g., -s, -es, -ed, -ing). 	<ul style="list-style-type: none"> Word meanings change depending on context of the word and additions to the word 	Read words with inflectional endings.
RF.1.3g	<ul style="list-style-type: none"> Irregularly spelled words (e.g., <i>been</i> and <i>come</i>) 	<ul style="list-style-type: none"> Some words do not follow spelling patterns and cannot be sounded out 	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. Readers reread to fix mistakes. Readers reread to check understanding. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. Reading strategies support understanding 	Read with sufficient accuracy and fluency to support comprehension.

RF.1.4a	<ul style="list-style-type: none"> • Readers read to be entertained, to learn, or to get informed, etc) • Readers comprehend what they are reading 	<ul style="list-style-type: none"> • Reading strategies support understanding • Reading has many purposes 	Read on-level text with purpose and understanding.
RF.1.4b	<ul style="list-style-type: none"> • Readers read words correctly. • Readers read not too fast and not too slow. • Readers use expression. 	<ul style="list-style-type: none"> • Readers read text with accuracy to comprehend. • Readers read text with fluency to comprehend. 	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	<ul style="list-style-type: none"> • Readers reread to fix mistakes. • Readers reread to check understanding. 	<ul style="list-style-type: none"> • Reading strategies support understanding • Readers read text with accuracy to comprehend. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1	<ul style="list-style-type: none"> • Collaborative conversations involve discussing ideas and working jointly with others to create new thinking. • Partners are who you share information with • Rules of discussion • Listening in discussion • Responding is building on someone's remark or asking/answering a question • Comments are when you make a reference to someone's remark before adding your thoughts • Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added • Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion • There are different purposes when speaking at different times and with different people • Listening to a person's response helps deepen your understanding • Listening to a person's response helps form your comments • That your response should be related to the topic of the conversation • The questions you ask questions in conversations help to clarify your understanding • Collaborative conversations include all voices • The rules of conversation make sure all members benefit from the conversations 	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	<ul style="list-style-type: none"> • Not all details are equally important • Key details support the main topic/idea • A question is something you ask to gain information or clarify understanding • Answers are spoken or written replies to a question • Media includes print, pictures, and illustrations • A read aloud is when students actively listen to and discuss a text read aloud 	<ul style="list-style-type: none"> • You gain meaning from a text by asking questions • You gain meaning from text from listening to information being presented orally and asking questions • How to identify the ideas & details that matter the most in text 	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4	<ul style="list-style-type: none"> • People • Places • Things • Events 	<ul style="list-style-type: none"> • Details help others to better understand what they are presenting. 	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	<ul style="list-style-type: none"> • A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. 	<ul style="list-style-type: none"> • What they are trying to express • Purpose of their presentation • The audience determines the type of language and presentation used 	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)
L.1.1a	<ul style="list-style-type: none"> • All upper- and lowercase letters 	<ul style="list-style-type: none"> • Authors follow conventional rules to effectively communicate with others 	Print all upper- and lowercase letters.
L.1.1e	<ul style="list-style-type: none"> • Verbs to convey a sense of past, present, and future frequently occurring adjectives. 	<ul style="list-style-type: none"> • We follow grammar rules so that our writing makes sense to our reader. 	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)
L.1.2	<ul style="list-style-type: none"> • Capitalization is the use of uppercase letters to signal where sentences begin and to indicate that words are proper nouns. • Ending punctuation signals the end of a sentence (e.g., period, question mark, exclamation point). • Commas are punctuation marks that are used for a variety of reasons, typically to separate words or word groups. • Spelling conventions are the rules concerning the correct ways to spell words. • Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> • We follow rules of convention so our writing makes sense to our reader 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	<ul style="list-style-type: none"> • Words can have multiple meanings • A phrase is a sequence of two or more words • A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. • A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) 	<ul style="list-style-type: none"> • Language has specific rules • How to break apart a word • Context clues help determine word meaning • Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

	<ul style="list-style-type: none"> • A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). • Root words are base words. • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). • Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. • Multiple-meaning words are words that mean more than one thing, depending on the context 		
L.1.4c	<ul style="list-style-type: none"> • Root words are base words. • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). 	<ul style="list-style-type: none"> • Word parts change the meaning of the sentences/phrases 	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5	<ul style="list-style-type: none"> • Define is to explain • Categories are classifying objects into groups • Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives • Adjectives are words that modify or describe a person or thing in a sentence. • Verbs are action words • Intensity of words how a word can change the emotion/energy of the word • Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces. 	<ul style="list-style-type: none"> • Words have a variety of meaning • Words express how the author feels • Creating categories of words can help with understanding the meaning of the words • Real life connections help anchor meaning of words • Adjectives can convey how the author feels 	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.5a	<ul style="list-style-type: none"> • Categories are classifying objects into groups 	<ul style="list-style-type: none"> • Creating categories of words can help with understanding the meaning of the words 	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5b	<ul style="list-style-type: none"> Categories are classifying objects into groups Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives 	<ul style="list-style-type: none"> Creating categories of words can help with understanding the meaning of the words Real life connections help anchor meaning of words 	Define words by category and by one or more key attributes (e.g., duck is a bird that swims; a tiger is a large cat with stripes).
L.1.6	<ul style="list-style-type: none"> Content or academic vocabulary words 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning 	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 6: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	Writing: <i>"I am really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in two sessions. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i> <ul style="list-style-type: none"> <i>Make a beginning of your story</i> <i>Show what happened in order</i> <i>Use details to help readers picture your story</i> <i>Make an ending of your story."</i> Narrative Rubric	<u>R/R Quadrant</u> <u>21 Century</u> C Critical Thinking Creative Thinking Communication
2	W.1.3 L.1.2		

Unit 6: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Writing: “I am really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have two forty-five minute sessions to write this true story, so you’ll need to plan, draft, revise, and edit in two sessions. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:

- Make a beginning of your story
- Show what happened in order
- Use details to help readers picture your story
- Make an ending of your story.”

Reader’s Workshop

Meeting Characters & Learning Lessons: A Study of Story Elements (BK. 4)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	RL1.1 RL1.2 RL1.3 RL1.7 SL1.4	<p>1. Readers Preview Stories to Get Ready for Reading Adventures (Session 1)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know how to preview a book • Understand previews help the reader learn where and when the story takes place. • Be able to use previews to determine where and when the story takes place. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Create excitement by inviting the class to go on a series of possible adventures explaining that readers go on adventures every time they read a book. ii. Ask students if they are ready to take an adventure suggestions several different places they could visit on their adventure (i.e. library, aquarium, museum) to create excitement about the new unit that will take students on adventures as they read. iii. Explain the importance of preparing for their reading adventures by taking a sneak peek to find out <i>where</i> they’ll go and <i>what</i> they’ll do. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Demonstrate previewing a text by studying the front and back covers and looking inside the book while asking questions. (<i>Iris and Walter and The Field Trip</i> by Elissa Haden Guest) ii. Focus on the front cover illustrations and title to get some ideas about what the characters in the story will do and where they go. 	Setting Objectives	B Collaboration Communication Critical Thinking

		<ul style="list-style-type: none"> iii. Turn the book to the back cover, continuing the discussion focusing on the pictures in the book and asking themselves questions. iv. Open the book to take a sneak peek inside focusing on the contents page to continue looking for clues. v. Students will turn and talk about what they learned from the cover, back of the book and contents page. vi. Teacher will review steps in taking a “sneak peek” of the book preparing students to try a sneak peek on their own. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Ask children to pick out a new book from their book boxes/bags to preview ii. Remind students of the steps of a sneak peek and allow them time to preview their new book. iii. The students will turn and talk with a partner about what they’ve learned so far about their books focusing on where they will “go” in the story and what might happen. <p>d. Link: The teacher will recap the strategy of taking a sneak peek and send students off to begin reading adding Take a Sneak Peek to the Readers Go On Adventures anchor chart.</p> <p>e. Mid-Workshop Teaching: The teacher will remind students that readers work to keep a clear picture in their mind as they read. The teacher will give the tip to students that they can use personal background knowledge of places mentioned in books to help them picture where the characters are in the story.</p> <p>f. Partner: The teacher will:</p> <ul style="list-style-type: none"> i. Prompt partnerships to retell to each other the new story that they read today. ii. At the end of partner time, the teacher will begin a new anchor chart titled Partners Share their Reading Adventures adding Retell What Happened to start the anchor chart. <p>g. Share: The teacher will teach children that it’s important to keep track of when and where the story is happening and to expect that these will change throughout the story.</p> <ul style="list-style-type: none"> i. The teacher will gather students back to the meeting area reminding students that as they are reading, where and when the story takes place can change throughout the story. ii. The teacher will model this strategy with the class reading a few pages from <i>Iris and Walter and the Field Trip</i> asking students to signal with a hand up “Stop” where and when the story takes place may change in the story. iii. The teacher will add keep track of WHERE and WHEN to the anchor chart. <p>Session 1 Appendix Documents</p>	<p>Asking Questions</p> <p>Cooperative Learning</p> <p>Cooperative Learning</p> <p>Practice</p> <p>Cooperative Learning</p> <p>Nonlinguistic Representation</p>	
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1	<p>RL1.1 RL1.2 R 1.3 RL1.7</p>	<p>2. Readers Use the Storyline to Predict (Session 2) Objectives: Students will:</p> <ul style="list-style-type: none"> • Know that clues in a story help make a prediction. • Understand how to use feelings about events in a story to make a prediction. • Be able to make predictions while reading a text. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Tell a story, inviting children to fill in predictable details Use a personal story, like a birthday party. Tell the beginning of the story, then give students the start of the event/sentence and have them fill in the rest. Tell students that when they read they are not just “tagging along” behind the character, but they are looking ahead and imagining what’s next. Think about what already happened, and predict what will happen next. Display the anchor chart. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Rally kids to predict what might happen in a variety of storybooks Pull few books from the classroom library, and the students will make predictions with partners on what they think may happen in each book Pull the students back together. Explain to the students that good readers do not just think about what is happening on the current page, but imagine what might come next in the story Display the anchor chart <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Prompt students to read to make predictions about their own books Students will select a book from their book box/bag. After a couple minutes of reading, the teacher will ask the students to stop and predict. Instruct students to place a thumb on their knee, once they have an idea about what will happen next. Students will share their prediction with a partner. Instruct students to read on and see if they were right or if they got a surprise. Students will read the story. After a while, the teacher will prompt the students to share what happened in their story with a partner. <p>d. Link: The teacher will remind readers that paying attention to what is happening in the story helps them predict as they read.</p> <p>e. Mid-Workshop Teaching: The teacher will remind students that when they are making predictions they will either be right or get a surprise. Remind the students that the most fun thing of all is when you make a prediction and get a surprise!</p> <p>f. Partner: The teacher will:</p> <ol style="list-style-type: none"> Direct students to take out a brand-new book and read it with their partner 	<p>Setting Objectives</p> <p>Providing Practice</p> <p>Cooperative Learning</p> <p>Providing Practice</p>	<p>B/C</p> <p>Collaboration Communication Critical Thinking Creativity</p>
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1	RL1.2 SL1.1 SL1.4	<p>3. Readers Retell to Retain the Story (Session 3)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know how to mark important parts of a story to retell. • Understand that retelling a story to someone helps the reader remember the story. • Be able to retell the important parts of a story to a partner. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Explain how important it is for readers to remember the books they've read and introduce a strategy to help them remember what they've read. The teacher will explain that the best way to remember a book is to tell someone else about it. <p>b. Teaching: The teacher will demonstrate how to use Post-its to mark the important parts of a story to help readers remember and retell a book.</p> <ol style="list-style-type: none"> The teacher will connect telling someone the important parts about about an adventure you've had or trip you've taken to retelling the important parts of a story. Displaying the book, the teacher will model retelling <i>Iris and Walter and the Field Trip</i> marking important parts in the story with a Post-It. <p>c. Active Engagement: The teacher will direct students use Post-Its to mark the important parts of one of their previously read books.</p> <p>d. Link: The teacher will remind readers to use Post-Its to remember the important parts of a story and add this strategy to the Readers Go on Adventures anchor chart.</p> <p>e. Mid-Workshop Teaching: The teacher will remind students to mark important events in their book emphasizing the events should include an important event from the beginning, middle and end of the story.</p> <p>f. Partner: The teacher will direct students to read their story to a partner and as they come to a Post It-marked page, partners will determine together if the marked pages are important or not. After reading, the students will retell the important parts. They will repeat the process with the partner's book.</p> <p>g. Share: The teacher will explain that readers don't really need Post-Its to remember the important parts of a story and then introduce the retell booklet to students.</p> <ol style="list-style-type: none"> The teacher will give each student a tiny stapled book with six blank pages. The teacher will lead students in recording the important parts of their book inside their retell booklet working from beginning to end, prompting students to use the book they read if needed. The students will use the retelling booklet to tell their stories to their partner. <p>Session 3 Appendix Documents</p>	<p>Setting Objectives</p> <p>Providing Practice</p> <p>Cooperative Learning</p> <p>Providing Practice</p> <p>Note taking</p> <p>Summarizing</p>	<p>A/B Collaboration Communication Critical Thinking</p>
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	<p>RL 1.1 RL 1.3 RL 1.6 RF 1.2 RF 1.3 RF 1.4 SL 1.1</p>	<p>4. Readers Learn about Characters by Noticing Their Relationships (Session 7)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know how characters relate to one another affects the story. • Understand how to identify the relationship between characters. • Be able to infer what a character might think or say using what they know about the character and their relationships. <p>a. Connection: The teacher will direct students to notice the secondary characters in their stories by making a connection to a popular movie that features multiple, lovable characters such as <i>Toy Story</i>.</p> <ol style="list-style-type: none"> The teacher will highlight a character in a movie such Woody from <i>Toy Story</i> noting the importance of the other characters of Mr. Potato Head, Andy and Buzz Lightyear as other stars of the movie and what they lend to the story. The teacher will explain that when readers get to “know” all the characters in the story, that they may end up knowing the main character even better. The teacher will will add Pay Attention to Other Characters, Too to the Readers Meet Characters Along The Way anchor chart. <p>b. Teaching: The teacher will read the next chapter of <i>Mr. Putter and Tabby Drop the Ball</i> by Cynthia Rylant directing students’ attention to the secondary characters, noticing their relationships to the main character.</p> <ol style="list-style-type: none"> The teacher will recall what the class learned about Mr. Putter during the previous lesson and reading of the book noting that to know Mr. Putter even better, it’s important to learn about the other characters he interacts with. The teacher will then read Chapter 2 noticing other characters mentioned The students discuss what characteristics they noticed about each new character <p>c. Active Engagement: The teacher will recruit students to notice the relationships among the characters in their books, using their observations to get to know both the main character and the secondary characters even better.</p> <ol style="list-style-type: none"> The teacher will have students practice by finding a place in their books to start reading or rereading focusing on the relationship the main character has with other characters. The teacher will direct students to notice what they say to each other and the things they do together to get to know both characters even better. The teacher will move around the room as students read asking them about the kinds of details they are noticing and the new things they are learning about the characters by studying the relationships in the story. The teacher will say, “Remember you an learn about the characters from studying the pictures, too. Look closely to learn even more about the relationships. How do they look? Are they happy to be together? Do they seem grouchy? Happy? Sad? 	Setting Objectives	<p>B/C Collaboration Communicatio n Critical Thinking</p>
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		<p>Therefore, students should always be on the lookout while they are reading.</p> <ul style="list-style-type: none"> iv. Demonstrate using the text, <i>Mr. Putter and Tabby Drop the Ball</i>, and tell the students to show a “thumbs-up” when they notice a change while they read. v. Explain that the picture will help them think about the character’s feelings. The teacher will think aloud what they see in the picture, like, “I see smiles, so they are excited to play baseball. ” The teacher will then read the page to show feeling. i. Review with the students how they used pictures and words to keep track of feelings and show feelings by changing their voice. <p>b. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Read on and channel children to notice when a character’s feelings change. Then, direct them to talk to their partners about their thoughts on the character’s new feelings. ii. Direct the students to lookout for changes in the character’s feelings. T i. Review how the details in the words help track feelings. Link: The teacher will remind the readers to notice characters’ feelings and change their voices to match while reading. <p>b. Mid-Workshop Teaching: The teacher will explain to students that they can use sticky notes to mark pages where character’s feelings change. Then they can go back and explain how the character is feeling and why.</p> <p>c. Partner: The teacher will explain that students can use their whole body to show emotion while reading. The teacher will direct students to change their voice and show “big feelings” while reading during partner time.</p> <p>d. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Explain that where readers retell the important parts, they also describe how characters change across the story. ii. Point out to the students that as they retell a story they can include how the character is feeling and how their feelings change throughout the story. The students will retell the story including how the character’s feelings change throughout the book. <p>Session 10 Appendix Documents</p>	<p>Nonlinguistic Representation</p> <p>Providing Practice</p> <p>Cooperative Learning</p>	
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1	RL.1.2 RL.1.9	<p>7. Readers Always Keep Life Lessons in Mind (Session 14)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know life lessons are. Understand how to make a prediction at the start of a story about a life lesson. Be able to confirm, change, or revise a life lesson prediction while reading. <p>a. Connection: The teacher will tell a story that shows the kids that lessons you learn from book can be used in your real life.</p> <ol style="list-style-type: none"> The teacher will tell a story about a fortune cookie that they kept and were able to use later. One example would be when you have a fortune cookie that says, “Be grateful for what you have”, and tell them a time about when you got a gift you really didn’t like. Make the connection that the fortune cookie helped you make a grateful decision. Talk with the students about how you do not think about life lessons just at the end of a story, but you can also think about them at the beginning to help make predictions. Introduce the strategy, “Predict the lesson right from the start” and add it to the “Readers Learn Lesson” anchor chart. <p>b. Teaching:</p> <ol style="list-style-type: none"> The teacher will write the words, “ I wonder if this is going to be one of those stories that teaches you...” on the board. The teacher will get out the book, <i>Curious George Gets a Medal</i> and retells the earliest pages. The teacher then references the sentence frame written on the board. The teacher models how to use the sentence frame by saying, “I wonder if it is going to be a story that teaches you to not get into trouble, to do as you are told, to not make things worse and worse.” 	Setting Objectives	B/C Collaboration Communication Critical Thinking Creativity

		<p>v. The teacher will continue reading the book with those things in mind for a few minutes. The teacher will not complete a whole read a loud.</p> <p>c. Active Engagement:</p> <p>i. The teacher will pull out another book, <i>The Tenth Good Thing About Barney</i>. The teacher will tell a little about the beginning of the story and ask the students to use the sentence frame on the board to make predictions about lessons before they read the book.</p> <p>d. Link: The teacher will read students to think about the lesson a story might teach right from the start and hold on to those lessons.</p> <p>e. Mid-Workshop Teaching: The teacher will remind the students that they should not just think about life lessons when they read. They need to read with their whole tool belt on, like strategies for reading tricky words.</p> <p>f. Partner: The teacher will ask students to take out their goal cards and share with your partner what goal you are working on so that your partner can give you reminders about what to try.</p> <p>g. Share: The teacher will remind students that they should be able to check their prediction while they read. Partners can help confirm or revise their predictions</p> <p>i. Ask the students the types of predictions they made today. Now ask the students to go back and tell their partners if their prediction was correct, what did they need to confirm, change, or revise.</p> <p>Session 14 Appendix Documents</p>	Cue, Questions, Advance Organizers	
1	RL.1.2 RL.1.9	<p>8. Reader Make Comparisons (Session 15)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know similarities and differences. • Understand how use story elements to compare two previously read books. • Be able to compare two books. <p>a. Connection: The teacher will congratulate children on their hard work in reading and prepare them for a new reading challenge.</p> <p>i. The teacher will remind students they have been working hard to keep track of what happens in a story, get to know the characters, and then learn lessons from the characters.</p> <p>ii. Tell students not only do we do those things as readers, but readers also compare and contrast books. They think, 'What is the same?' and 'What is different?'</p> <p>b. Teaching: The teacher will display two very different shoes from your students. Demonstrate comparing and contrasting by having students to generate similarities and differences between the shoes.</p>	<p>Setting Objective</p> <p>Identifying Similarities and Difference</p>	<p>B/C Collaboration Communication Critical Thinking Creativity</p>

		<ul style="list-style-type: none"> i. The teacher will chart on the board, “ The shoes are the same because...” The students will then generate a list about how they are the same. ii. Next, the teacher will chart on the board, “The shoes are different because...” The students will then generate a list about how the shoes are different. iii. The teacher will then make a connection that readers do the same thing with books. <p>c. Active Engagement: The teacher will ask partners to find similarities between two books in their baggies and ask them to discuss the differences and similarities.</p> <ul style="list-style-type: none"> i. Ask the students to pick out two books from their familiar books. ii. Partner one should share how the books are the same. After a few minutes the teacher will prompt them to tell how they are different. iii. Next, have Partner two share how their books are the same as well. <p>d. Link: The teacher will remind students to compare and contrast their new books with previously read books. Students should consider the plots, characters’ feelings, and endings.</p> <ul style="list-style-type: none"> i. Remind students when they are reading a new book, and they should compare and contract with previously read books. They can even mark what they noticed with a post-it note , so that you can share it with a partner later. ii. Add “Compare and Contrast Books Together” to the Readers Learn Lesson Anchor Chart <p>e. Mid-Workshop Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Tell students that they can zoom in to make comparisons as well. You can compare the setting, the characters’ feelings, the trouble the characters get into or how they fix the problem. <p>f. Partner: The teacher will tell students that partners can work together to compare and contrast too.</p> <ul style="list-style-type: none"> i. The teacher will tell students that comparisons will get better when there are two sets of eyes on them. Partners can discuss what is the same and what is different. They can also stop and say, “This is just like...because...” <p>g. Share: The teacher will have students model how they read and talked about their books.</p> <ul style="list-style-type: none"> i. The teacher will remind students that when we are working together both partners should be talking. Partners should ask each other questions, point things out on the page, and try strategies. ii. The teacher will have one set of partners work together and complement how they work together. <p>Session 15 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Identifying Similarities and Differences</p> <p>Identifying Similarities and Differences</p> <p>Cooperative Learning</p> <p>Providing Feedback</p>	
1	RL.1.2 RL.1.9	<p>9. Readers Rehearse What They Will Say (Session 18)</p> <p>Objectives: Students will:</p>		B/C Collaboration

	<p>SL.1.1 SL1.4 SL1.6</p>	<ul style="list-style-type: none"> ● Know important parts of a story. ● Understand how to read a presentation with the same expression as a book. ● Be able to present a book review including important parts of the story. <p>a. Connection: The teacher will celebrate the work students did through the whole unit.</p> <ul style="list-style-type: none"> i. The teacher will point out challenges and strategies that they learned this quarter. ii. The teacher will have the students tell them the things they learned. <p>b. Teaching: The teacher will explain that they are holding a final reading celebration where the students will recommend a book to someone.</p> <ul style="list-style-type: none"> i. The teacher will talk about how just like when you reread to help your voice smoother, rehearsing helps make your voice sound smoother. ii. The teacher will remind student they prepared a book recommendation yesterday and today they are going to practice making their voice smooth. iii. The teacher will also point out that rehearsing can help you remember the parts you want to include and what examples you want to give during the presentation. <p>c. Active Engagement:</p> <ul style="list-style-type: none"> i. The students will work with their partners to rehearse their book recommendation. ii. Partners say things like, "Don't forget to tell the title and author," or "Show an example! Read a page!" <p>d. Link: The teacher will tell students that when they finish a book they can always recommend it to a friend by passing on important information.</p> <p>e. Mid-Workshop Teaching: The teacher will remind students to give a sneak peek of their book by reading a small excerpt aloud. Don't forget to use your best storytelling voice.</p> <p>f. Celebration: The teacher will invite another class to their room and partner the students up, so they can read their book recommendation to them. They they will give their partner the life lesson they learned from the book.</p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Providing Recognition</p>	<p>Communication Critical Thinking Creativity</p>
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Writer's Workshop

From Scenes to Series: Writing Fiction (BK. 4)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2	W.1.3	1. Serious Fiction Writers Do Some Serious Pretending (Session 1) Objectives: Students will: <ul style="list-style-type: none"> Know the elements of realistic fiction. Understand how to plan a realistic small moment story using a pretend character and trouble. 	Setting Objectives	A/B Creativity

		<ul style="list-style-type: none"> iii. Offer a tip from an experienced writer to up-and-coming writers: as you wrap up one day of writing, begin a next page, sentence or book-something that is “to be continued” the next day to help the write jump right in and continue their work. iv. Prompt children look at where they are “wrapping up” today and make a note on the next page to help them get started tomorrow. This could be the next sentence or a sketch to start a new book. <p>Session 1 Appendix Documents</p>	Providing Feedback	
2	RL.1.3 W.1.5	<p>2. Writers Learn to Get Their Characters Out of Trouble (Session 3)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know that a story’s ending needs to get their character out of trouble (solution). • Understand that there are multiple ways to end a story. • Be able to revise stories to include endings that get their character out of trouble. <p>a. Connection:</p> <ul style="list-style-type: none"> i. Tell a story that has a missing ending, leaving your students wanting more. ii. Explain that writers can create a satisfying ending for their readers by telling what happens to their characters at the end of their story. <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Prepare a story that has a missing ending prior to the lesson. ii. Read the story and talk about if the students are satisfied with the ending iii. Tell students that the ending needs to fix the trouble (solution) that the character are in iv. Reference the Ways to Bring Stories to LIFE Anchor chart and make connections that your endings should have evidence of bringing stories to life. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Invite students to create other endings for the story you told. Remind them to get the character out of trouble. ii. Listen in as students talk with their partner and retell some of their endings, illustrating that there is no one perfect ending but that writer work hard on their endings and make a choice for their ending. iii. Explain that students that they can independently follow the same process when they give it a try on their own stories. Remind students to include dialogue, action or feelings to make something happen. <p>d. Link: The teacher will:</p> <ul style="list-style-type: none"> i. Remind students to make a reader happy you need to have a satisfying ending. ii. Prompt students to look back and revise one of your endings to make it better <p>e. Mid-Workshop Teaching: The teacher will:</p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Cooperative Learning, Providing Feedback</p>	<p>B/C</p> <p>Creativity Critical Thinking Communication Collaboration</p>

		<ul style="list-style-type: none"> i. Encourage students to write multiple endings to a story and talk with a partner about which ending is the best. <p>f. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Play up the importance of setting, showing how you can use details of a familiar place as their setting. ii. Students come to the carpet with their story. iii. Have a student read a part of their story. iv. Then have them close their eyes and answer questions about the setting - reminding students you can use details from real places (like a park) to add details in a fictional story. <p>Session 3 Appendix Documents</p>	Reinforcing Effort	
2	W.1.5	<p>3. Taking Stock: Writer's Use Checklists to Set Goals (Session 5)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know the parts of the writers checklist • Understand how to set goals based on your writing compared to the checklist • Be able to revise based on the checklist <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Tell students that they have been writing stories for a while and you all do some things really well but there are also things that we still need to work out. ii. Explain that we set goals based on the things we still want to work on. <p>b. Guided Inquiry: (<i>Note to Teacher: This Guided Inquiry could span more than one writing session depending on the needs of your class.</i>) The teacher will:</p> <ul style="list-style-type: none"> i. Provide the first and second grade Narrative Scoring Guides ii. Provide red and green sticky notes for students iii. Ask the students the question, "What am I doing well as a narrative writer, and what do I want to work on next?" iv. Set the writers up to evaluate their writing by following a process to help them develop ways to compliment themselves and set important goals for next steps. <ul style="list-style-type: none"> 1. Students will be given a stack of red and green post it notes 2. The students should have their favorite realistic fiction story out during guided inquiry v. Scaffold student's self evaluation by reading aloud the items under the first heading of the first-grade Narrative Writing Checklist <ul style="list-style-type: none"> 1. On the Narrative Writing Checklist the teacher will read aloud the description for "Overall" - I wrote about when I did something 	<p>Setting Objectives</p> <p>Cues, Questions, Advance Organizers</p>	<p>B/C</p> <p>Creativity Critical Thinking Communication Collaboration</p>

2	W.1.3	<p>4. Series Writers Always Have a Lot to Write About (Session 6)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know what a realistic fiction series is. • Understand that in a series the main character stays the same • Be able to plan the first book in a series. <p>a. Connection: The Teacher will:</p> <ol style="list-style-type: none"> Rally children around how much they are growing as writers. The teacher will have students reflect upon the writing checklist and raise a finger for each part of the writing checklist they are <i>doing even better or more independently</i>. The children will then turn to a partner to share what they are doing even better or more independently. The teacher will explain that when writers imagine a character they really like, they stick with that character and create more than one story around him or her. Fiction writers sometimes write a series. <p>a. Teaching: The teacher will return to a favorite series and notice what unites the stories.</p> <ol style="list-style-type: none"> The teacher will explain that this work is not that different from writing lots of small moment stories because most likely they contained the student as the most important character. The teacher will reflect on the Henry and Mudge books (or another series) they've been reading asking "What do series writers do to come up with more than one story about a character that I could do too?" The teacher will flip through a copy of Henry and Mudge noticing that Henry and Mudge are in all of the stories and that Cynthia Rylant decided to keep going with her characters, but also noticing that each story occurs on a different day or night, not all at once. The teacher will begin a chart on How to Write Series Books <p>b. Active Engagement: The teacher will help the children articulate some of the work writers probably do as they create series around a character.</p> <ol style="list-style-type: none"> The teacher will ask students to think of a series they've either read or watched on TV that has the same character in it. Provide copies of Henry and Mudge or other series in case students cannot think of one independently. The teacher will ask students to think of a few episodes or stories and ask the question: What do series writers do to come up with more than one story about a character? The students will turn to a partner and talk about what they notice while the teacher listens in to the conversations. As students talk, the teacher will gather "notes" on their conversations translating some language for them into "writerly" language to possibly include: <i>Have things</i> 	Setting Objectives	<p>A/B</p> <p>Creativity Critical Thinking Communication Collaboration</p>
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		<p><i>happen in the same place, Include the same friend, pet, brother or sister, Write different adventures on the How to Write Series Books Anchor Chart</i></p> <p>c. Link: The teacher will recall with your students what they've been learning and help them give themselves orders for how they might spend their times as writers by asking students to give themselves "orders" about how they will spend their writing time today giving students the following choices:</p> <ol style="list-style-type: none"> 1. You keep going with a character you've been writing about which means you are ready to start writing. 2. You want to create a new pretend character for your series and you're ready to start that now. 3. You want to start a new character and series, but you need to finish the story you are writing now first before beginning that work. <p>The teacher will then have students decide how they will spend their writing time and send them off to work.</p> <p>d. Mid-Workshop Teaching: The teacher will explain that often when authors are writing a series, they have characters get into similar trouble in each book. Authors also think about different ways to get their character out of trouble in each book to make the series more interesting and fun for the reader.</p> <ol style="list-style-type: none"> i. The teacher will have the students turn and tell a partner if they have any ideas for trouble their character might get into that could be the same across stories and the different ways for getting the character <i>out</i> of trouble. ii. As students are talking, the teacher will add the strategy <i>Have trouble repeat sometimes</i> to the How to Write Series Books Chart. <p>e. Share: The Teacher will recruit the class to help co-construct a shared plan for what will become a class story. Students will work together to co-author the idea of the main character and possible ideas for the trouble the character will get into, tucking in tips for how to stretch out a realistic fiction book</p> <ol style="list-style-type: none"> i. The teacher will work with the class to decide on a main character for a class book, the setting of the story and how the main character is going to "get into trouble". ii. The teacher will explain and model stretching out the "getting into trouble part" of the story and the "fixing and solving the trouble part" writing each part like it is a small moment writing. <p>Session 6 Appendix Documents</p>	Cooperative Learning	
2	RL.1.3	<p>5. Introducing Your Character in Book One of a Series (Session 7)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know important details about a character • Understand that authors give details about characters in book one of a series. 		<p>B/C</p> <p>Creativity Critical</p>

		<ul style="list-style-type: none"> iii. Summarize the work children did and set them up to follow similar steps in their own stories <ul style="list-style-type: none"> 1. Review what they just read- how the author not only tells us how the characters start out in someplace, but how they also become friends with other characters 2. Add this information to the anchor chart. iv. The teacher will then provide the opportunity to introduce their characters <ul style="list-style-type: none"> 1. Let the students have think time while they answer these questions: What kinds of details do you want to share about your character? Does your character have a special place, could you describe it? Does your character have a special friend? 2. Next, students will turn to their writing partners and tell them their important details. 3. Choose one or two students to praise at the details they provided about their characters. d. Link: The teacher will: <ul style="list-style-type: none"> i. Invite writers to plan their writing work for the day, reminding them of all the choices they have. <ul style="list-style-type: none"> 1. Before the students independently write, they need to decide on their plan for the day: revise a part of book one or start a new book one. 2. The students will turn and tell their partner what their plan is for the day. e. Mid-Workshop Teaching: The teacher will: <ul style="list-style-type: none"> i. Remind students that writers fix up their writing as they go (including capitals). <ul style="list-style-type: none"> 1. Point out that students have been working very hard and that there are a lot more characters in their books. 2. Notice that the students are capitalizing the beginning of sentences, but that a lot of their new characters' names begin with lowercase letters. 3. Remind students that writers can go and fix their writing up, so that all the characters' names have capital letters. f. Share: The teacher will: <ul style="list-style-type: none"> i. Invite writers to pretend to interview their characters. The students will ask and answer questions while role playing <ul style="list-style-type: none"> 1. The student will work with their writing partners. Partner A will pretend to be their character. Partner B will ask questions. Partner A will answer questions, while they are pretending to be their character. Then they should reverse roles. <p>Session 7 Appendix Documents</p>	<p>Cues, Questions, Advance Organizer</p> <p>Providing Feedback</p> <p>Cooperative Learning</p>	
2	W.1.3 L.1.1	<p>6. Celebrating Our First Series (Session 10)</p> <p>Objectives: Students will:</p>	Setting	B/C

	L.1.2	<ul style="list-style-type: none"> • Know how to edit and revise. • Understand that authors edit and revise to present a finished piece of writing to others. • Be able to showcase their first series to an audience. <p>a. Connection: The teacher will celebrate the students' first series writing.</p> <ol style="list-style-type: none"> i. The teacher will create enthusiasm by showing students boxed sets from published authors if possible. ii. The teacher will invite the children to choose a few stories they have written to edit and fancy up to put into a decorated box of their own as a boxed set. <p>b. Mini Lesson: The teacher will:</p> <ol style="list-style-type: none"> i. Refer to the editing checklist to help students decide how they can fix up their writing so it is ready to share with others. ii. Model rereading a teacher created demonstration book to find places to edit and make the writing more readable. iii. Model writing titles for demonstration books and/or creating a title for the boxed set of books. iv. Show a decorated cereal box for the series. v. Sent students to fix up their writing and create a decorated box for their series. <p>(<i>Teacher's Note: Decorating the box could be done as a home project if needed</i>)</p> <p>c. Mid-Workshop Teaching: The teacher will remind student that they are able to make revisions as well as editing as they fix and fancy up their series books. Remind students that editing is "fixing spelling, grammar and conventions" while revision is adding more and making changes to the story.</p> <p>d. Share: The teacher will allow time for students to do a "professional-type" read-aloud with one of their stories. Some ideas may include an author's chair, partner reading, reading to a younger grade level, making a recording using an app like SeeSaw that can be shared with families or reading their books in the library.</p> <p>Session 10 Appendix Documents</p>	<p>Objectives</p> <p>Ques, Questions, and Advanced Organizers</p> <p>Providing Feedback</p>	<p>Creativity Critical Thinking Communication Collaboration</p>
2	W.1.3 W.1.5 W.1.8 SL.1.1 SL.1.4	<p>7. Series Writers Investigate What Makes Realistic Fiction Realistic (Session 11)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know realistic fiction • Understand that to make a fictional story seem real they can pull from their own experiences to add details • Be able to write a fictional story with realistic details <p>a. Connection:</p>	<p>Setting Objectives</p>	<p>A/B</p> <p>Creativity Critical Thinking Communication Collaboration</p>

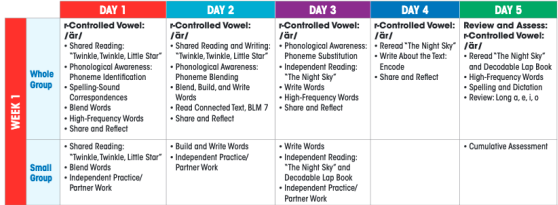
		<ul style="list-style-type: none"> i. The teacher will celebrate the series work that the students have done so far. Students will stand up and introduce themselves to a partner saying, “Hi, I am _____, and I am the author of _____ series.” ii. Next the teacher will inspire students to write another series because the reader wants more. Just like real authors. Then the teacher will focus in on what realistic fiction really is iii. The teacher will talk about how writers study and what makes realistic fiction seem so realistic. Writers call on their own experiences to write stories that seem real. <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Use the mentor text, <i>Henry and Mudge and the Happy Cat</i> to conduct a mini-inquiry about how to make fiction seem so real. <ul style="list-style-type: none"> 1. Before you start reading a section from <i>Henry and Mudge</i>, ask the class the question, “What feels real about this story?” 2. Begin reading the first few pages and facilitate a discussion about what feels real about the story (the setting, the characters, etc.). <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Provide more opportunities to discover realistic details by reading a few more pages. <ul style="list-style-type: none"> 1. While you are reading, have the students put their thumbs up when they notice a realistic detail. When you have most of the students with their thumbs up, have the students turn to their partner and share what they noticed. 2. Complete this step a few times 3. Summarize as a class what all the students have noticed and point out how they can apply what they notice in their writing (ie. like Mudge is a real animal - in your writing your characters can be real animals too). <p>d. Link: The teacher will:</p> <ul style="list-style-type: none"> i. Remind students of all that they already know about fiction writing. <ul style="list-style-type: none"> 1. The students can be reminded of existing anchor charts and procedures that will help them be successful in their writing. <p>e. Mid-Workshop Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Point out all the ways that writers get started. <ul style="list-style-type: none"> 1. Choose a few students that have started planning their series but have planned different ways (ie. tell across the fingers, sketch across the pages, tell a partner, write a keyword on each page). 2. Prompt students to think about the next time they start their writing to think about what planning process works best for you as a writer. <p>f. Share: The teacher will:</p>	<p>Providing Feedback</p> <p>Provide Recognition</p>	
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		<ol style="list-style-type: none"> i. Encourage students to try to add chapters and chapter titles to stories they have already written. <p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Have students review their writing goals from lesson three. Have students gather the goal setting resource used (ie. post-it notes, t-chart, etc.). Instruct students to compare their writing goals to their writing. Have students share examples from their writing of how they met their writing goals. ii. Direct students to look at the second grade portion of the narrative checklist. Have students look for one skill from the second grade checklist that they are doing in all the books they've written so far in their series. iii. Rally students to look for another item on the checklist that can be a new goal to work toward. Have students identify where they can do that in their writing. iv. Have students work towards their new goal in the writing. <p>Session 13 Appendix Documents</p>	<p>Setting Objectives</p> <p>Provide Feedback</p>	
2	<p>W.1.3 W.1.5 W.1.8</p>	<p>9. Writers Use Their Superpowers to Work with Greater Independence (Session 15)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know previously learned writing habits • Understand which writing habits make you a stronger writer • Be able to use writing habits independently <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Describe how a superhero has two identities (ie. Peter Parker and Spiderman). Make the connection that Peter Parker is ordinary and Spider-Man has super powers! Students are like that too. When they are Peter Parker we say things like, "Where's the paper?", "I have to go to the bathroom." "My partner is absent." BUT when the spider suit comes on...we become super! <p>b. Guided Inquiry: The teacher will:</p> <ol style="list-style-type: none"> i. Ask the question, "What super writing powers do I have as a super series writer?" ii. Prompt the students to look around the room at any possible charts, bulletin boards, folders, and books so they can access previously learned strategies to discover their superpowers. <ol style="list-style-type: none"> 1. Have the students imagine the whole room is a treasure chest. They should look around the room at the charts, bulletin boards, folders, and books to crete evidence of their super powers (ie. the power to create pretend characters). 	<p>Setting Objectives</p> <p>Providing Feedback</p>	<p>B/C</p> <p>Creativity Critical Thinking Communication Collaboration</p>

		<p>2. Provide two minutes for students to find their superpowers. The students should call out things they notice. As the students are sharing create jot a list of all their super powers</p> <p>c. Link: The teacher will:</p> <ol style="list-style-type: none"> Have students come back to the carpet. Talk about all of their superpowers and how much you admire their powers. Next, remind them that every day they should be Spiderman and use their superpowers! <p>d. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> Lead silent cheer shout-out <ol style="list-style-type: none"> The teacher will name a superpower from a list the class generated. If the student has used that superpower, they give a silent cheer. Complete this for all their superpowers. <p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> Ask students to share their writing and explore questions to push their thinking <ol style="list-style-type: none"> Have the students bring their writing to the carpet. Ask the question: Did anyone try anything new and difficult today? Have the students turn and share with a partner an example in their writing that was new or difficult Complete the same process for the next two questions, “Did anyone tackle any new and hard challenges? Did anyone invent new powers?” <p>Session 15 Appendix Document</p>	<p>Providing Feedback</p> <p>Providing Recognition</p> <p>Reinforcing Effort</p> <p>Cooperative Learning</p>	
2	W.1.5 L.1.2.b	<p>10. Punctuation Parties (Session 16)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know what punctuation marks are. Understand how to appropriately use each punctuation mark. Be able to use punctuation marks to “give orders” to the reader for how to read the writing. <p>a. Connection: The teacher will create excitement about publishing their second series.</p> <ol style="list-style-type: none"> The teacher will highlight the importance of editing for punctuation by calling today’s session a “punctuation party”. The teacher will make the link from getting ready to publish to thinking about fixing up ending punctuation by referring to a recent time when you read aloud and your voice didn’t match the ending punctuation. The teacher will highlight the importance of punctuation as a way of giving “orders” to the reader explaining how the story should be read aloud by adding the correct punctuation. <p>b. Teaching: The teacher will set students up to watch you demonstrate how to read aloud part of your writing and add in punctuation that matches your storytelling voice. Introduce your</p>	<p>Setting Objectives</p>	<p>A/B/C</p> <p>Collaboration Communication Critical Thinking</p>

		<p>story so students are ready for the part you'll focus on.</p> <ol style="list-style-type: none"> 1. The teacher will read part of the story Snowball's Fur on the chart with prepared Post-It notes labeled with an exclamation point, comma, period and question mark. 2. The teacher will demonstrate making punctuation choices using the Post-It notes, slowing down the work so that students can hear and see how you make those choices. 3. The teacher will gesture to the punctuation Post-its now marking the story and reread the story pointing to the punctuation while reading. <p>c. Active Engagement: The teacher will invite students to a "punctuation party" to help add punctuation to another part of your story emphasizing the importance of this work.</p> <ol style="list-style-type: none"> 1. The teacher will ask students to listen with a partner as the next part of the story is read aloud from the chart and then discuss with their partner what kind of punctuation needs to be used. <p style="padding-left: 40px;">Sam tried to take off Snowball's collar. Snowball didn't lick him. Snowball growled__ "Stop that __" Sam shouted. "Why are you growling at me __" Sam asked Snowball. Then Sam found Snowball's collar. The collar was black__ "Oh no__" Sam cried. "You're not Snowball __" "Who are you __" he asked the dog.</p> <ol style="list-style-type: none"> 2 The students will turn and talk to a partner while the teacher invites a few students to move the punctuation Post-Its on the chart. 3. The teacher will read the story again, pointing to the punctuation Post-its as you read. <p>d. Link: The teacher will send students off to write, emphasizing that adding punctuation is an essential part of getting ready to publish offering up "punctuation pens" to use for editing to generate enticement.</p> <p>e. Mid-Workshop Teaching: The teacher will model using ellipses to create suspense and slow the reader's voice.</p> <p>f. Share: The teacher will highlight one or two writers who have done solid work on ending punctuation today, to serve as mentors as students continue to revise and edit their fiction books for publication.</p> <p>Session 16 Appendix Document</p>	Providing Practice	
2	W.1.5	<p>11. Getting Ready for the Final Celebration (Session 19)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know how to revise and edit a piece of writing • Understand authors revise and edit to share a piece of finished writing with others • Be able to make final editing and revision decisions on a piece of writing to be shared with others. 		

		<p>a. Mini Lesson: The teacher will refer to the Are You Ready to Celebrate? Anchor chart similar to the one shown below with a list of possible jobs that students can do to revise and edit their writing to share with others.</p> <p>Are You Ready to Celebrate?</p> <ul style="list-style-type: none"> • Finish any stories • Work on covers, chapters for stories • Work on editing: spelling, capitalization, quotations • Add punctuation • Add pictures • Make boxed sets • Work on “meet the author” page <p>1. The teacher will invite kids to share with their writing partner their plan for the day from the Are You Ready to Celebrate? list of possible jobs.</p> <p>2. The teacher will send students off to work on the jobs the have chosen to complete for their writing.</p> <p>b. Mid-Workshop Teaching: The teacher will keep the pace going so that everyone will be ready to celebrate. Some ideas to do this can include:</p> <ul style="list-style-type: none"> • doing the silent cheer shout-outs again (from Session 15) • reminding kids to check in with partners on their progress • noticing something one of your students has done that you think is worthwhile to share with the class. <p>i.</p> <p>c. Share: The teacher will prepare student for tomorrow’s celebration. This can include going over logistics or pulling partners together to have them practice reading their pieces to they are ready to share with an audience.</p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Providing Recognition</p> <p>Providing Practice</p>	
2	W.1.3 SL.1.6	<p>12. A Celebration of Series Writers (Session 20)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know the importance of writing for an audience • Understand the necessary steps to write a piece that is engaging for an audience • Be able to share their writing with an audience <p>a. Celebration: The celebration will be a showcase of the fiction series authors and their work. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> • Inviting class buddies in to read student writing • Partnering with another grade level classroom • “Meet the Author” mingle-style celebration as outlined on pg. 158 of Unit 4. 	<p>Setting Objective</p> <p>Providing Recognition</p>	<p>C/D</p> <p>Creativity Critical Thinking Communication Collaboration</p>

	RL.1.3 RL.1.4 RF.1.2 RF.1.3 RF.1.4	<ul style="list-style-type: none"> Using meaning, syntax, and visual information to solve tricky words Cross-checking sources of information (MSV) Word study Fluency Putting it all together (synthesizing) 	Cues, Questions	Critical Thinking
1	RF.1.2 RF.1.3 RF.1.4	Benchmark Phonics Unit 8: Observing the Sky  <p>The image shows a weekly phonics schedule for 'Observing the Sky'. It is organized by day (Day 1 to Day 5) and group (Whole Group and Small Group). Activities include controlled vowel work, shared reading, phonological awareness exercises, independent reading, and cumulative assessments.</p>	Similarities & Differences Homework & Practice Cooperative Learning	B Collaboration Critical Thinking
1, 2, 3	L.1.4	Interactive Vocabulary The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"> Organizers like concept mapping or Frayer model Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write Similarities and differences looking at similar and different words to the term Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration
1,2,	L.1.5.a L.1.5.b	Mechanics/Grammar Have students play with words: <ul style="list-style-type: none"> Sort words into categories (e.g., colors, clothing, concepts, content topics) to gain a sense of the concepts the categories represent. Some ideas for sorting are: <ul style="list-style-type: none"> Concept map Compare/contrast Graffiti wall Round table write Define words by category and by one or more key attributes (e.g., duck is a bird that swims, you can duck under the table; a tiger is a large cat with stripes, if someone says they are a tiger it means they are fierce). <ul style="list-style-type: none"> Concept map Marzano vocabulary steps Compare/contrast Graffiti wall Round table write 	Similarities and Differences Cooperative Learning	B/C Critical Thinking Creativity Communication

2		Handwriting Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication
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Unit 6: Resources

UNIT RESOURCES

Teacher Resources:

- *Grade 1 Unit 4: Meeting Characters and Learning Lessons: A Study of Story Elements*
- *Grade 1 Unit 4: From Scenes to Series*
- *Iris and Walter and the Field Trip* by Elissa Hadden
- *Mr. Putter and Tabby Drop the Ball* by Cynthia Rylant
- *Curious George Gets a Medal* by Margaret Rey
- *The Tenth Good Thing About Barney* by Judith Viorst
- Henry and Mudge books by Cynthia Rylant or a similar series books
- *Henry and Mudge and the Happy Cat* by Cynthia Rylant
- *Poppleton* by Cynthia Rylant
- *Upstairs Mouse, Downstairs Mole* by Yee, Wong Herbert
- Chart Paper
- Lucy Post-It Notes
- Post - It Notes
- MarkersAnchor chart paper
- Benchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)
- Dry Erase Markers
- Pens
- Docking Camera (if available)
- Writing Paper
- Access to class library
- Access to leveled library with chapter books
- [FHSD First Grade Sight Words](#)

Student Resources:

- Leveled books

- Class Library
- Post-It notes
- Pencils
- Writing paper
- Highlighters
- [FHSD First Grade Sight Words](#)

Vocabulary:

Clues- evidence or information used to solve a problem or mystery

Prediction- a statement about what will happen next or in the future

Realistic Fiction- imaginative writing that could have happened

Series- a group of books authored by the same person that has the same characters and setting

Unit 7: Reading Nonfiction Cover to Cover: Nonfiction Books Clubs & Writing Projects

Content Area: English Language Arts	Course: First Grade	UNIT: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (FHSD Created) & Writing Projects (FHSD Created)
<p>Unit Description:</p> <p>Reading: This unit builds on the strategies taught in <i>Learning About the World: Reading Nonfiction</i> where readers worked on reading to learn from their books, tackling tricky words and new vocabulary, and reading with fluency and it also includes students working with book clubs. This unit will help first graders accumulate text as well as begin to synthesize and summarize the information into main ideas. In book clubs, children will continue to read and talk together to read across a topic - learning important information, growing ideas, and comparing and contrasting information across more than one book.</p> <p>Writing:</p> <p>This unit is meant to be a celebration of all the writing students have done, where writers get to choose their own genre and topic to create their writing project. Writing projects could include writing newspapers, comic books, poetry, persuasive letters, or other genres of writing. Writers will follow their passion when choosing their topic and genre, and take their pieces through the writing process. Teachers are encouraged to send your soon-to-be second graders off to live their lives as writers, to see themselves as the kind of people who make books, newspapers, poetry, and all the rest as they communicate as their truest selves to the world.</p>		<p>Unit Timeline:</p> <p>10-15 days</p>

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Engage in a variety of text for enjoyment and learning by reading fluently with comprehension
- Communicate their ideas for a variety of purposes through written expression
- Collaboratively communicate with peers and adults

Understandings – Students will understand that... (Big Ideas)

1. Effective readers use strategies to decode, comprehend, and discuss a variety of texts.
2. Effective writers use structure to communicate ideas clearly for a variety of purposes and audiences.

Essential Questions: *Students will keep considering...*

- What strategies do I use to read a text?
- What strategies do I use to understand what I have read?
- How do I share my learning with others?
- How do I communicate in writing so it makes sense to others?
- How do I decide who will be reading my writing and why am I writing it?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.1.10	<ul style="list-style-type: none">• How to read connected words on a page.• How to read and understand texts independently	<ul style="list-style-type: none">• Words on a page have meaning.	With prompting and support, students read prose and poetry of appropriate complexity for grade 1.
RI.1.1	<ul style="list-style-type: none">• A question is something you ask to gain information or clarify understanding• Questions should be on topic and relevant to the discussion or text• A key detail supports the main topic of a story• A text is something you read• Informational texts include nonfiction texts, informational narratives (biography, history, journals, and diaries). Informational texts are written for a variety of purposes and audiences.	<ul style="list-style-type: none">• Readers ask questions about reading• Readers answer questions to confirm understanding of what they are reading	Ask and answer questions about key details in a text.
RI.1.2	<ul style="list-style-type: none">• The main topic of a book refers to what an informational text is all about. It's the most important or central idea of a paragraph or text.• Key details and ideas support the larger ideas the text develops over time. Key details support the main topic of the text.	<ul style="list-style-type: none">• Not all details and ideas are equally important, some matter more than others	Identify the main topic and retell key details of a text.
RI.1.3	<ul style="list-style-type: none">• A connection is when one idea, event, piece of information interacts with or related to another idea, event, piece of information.• An event is something that happened in the text	<ul style="list-style-type: none">• Readers consider cause and effect or why things turned out how they did.• Connections help readers understand the text	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4	<ul style="list-style-type: none"> • A phrase is a sequence of two or more words • Interpret is a way of explaining what an author wrote using more accessible, familiar language. • Asking questions helps a reader engage and understand a text better 	<ul style="list-style-type: none"> • Students need to understand the meanings of all words and phrases in a text. • Readers use different strategies to figure out unknown words (decoding, context clues, etc.). • Readers need to know that after they decode unknown words they also need to know the meanings. • Readers understand that some words and phrases are used figuratively. • Monitor their reading and fix it when it breaks down 	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	<ul style="list-style-type: none"> • Text features are features of an informational text that help the reader get information. 	<ul style="list-style-type: none"> • Text features help the reader gain understanding of a text 	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.7	<ul style="list-style-type: none"> • Evidence from a text includes words or phrases from the text and the evidence from the illustrations • An illustration is the picture that accompanies a text • Photographs are real-life pictures taken by a camera • Non fiction texts have different illustrations than fiction 	<ul style="list-style-type: none"> • What evidence could look like in illustrations and in words • Illustrations and words are important to understand texts 	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	<ul style="list-style-type: none"> • A fact is real; truth • Key points are what the author has deemed as essential. • The main topic of a book refers to what an informational text is all about. It's the most important or central idea of a paragraph or text. • Evidence from a text includes words or phrases from the text and the evidence from the illustrations • A reason is the basis or cause for a belief • Key points are used in non fiction • Photograph 	<ul style="list-style-type: none"> • Authors support their key points with reasons • Key points add up to a main idea 	Students identify the reasons an author gives to support points in a text.

RI.1.9	<ul style="list-style-type: none"> • A similarity is how things are the same • A difference is how things are not alike • A text is something you read • A topic is the main subject or content at hand • A description is the act of describing • A procedure is a step-by-step manner of conducting an action 	<ul style="list-style-type: none"> • That to find similarities and differences you must compare two things • That you can use text features (e.g. illustrations, descriptions, procedures) to determine similarities and differences 	Students identify basic similarities in and contrast the most important points presented by two texts on the same topic.
RI.1.10	<ul style="list-style-type: none"> • Reading strategies • Grade level phonics • Sight words 	<ul style="list-style-type: none"> • The importance of monitoring their reading for meaning • Readers use a variety of strategies to access the text • Concepts of print • What good readers sound like (fluency) 	With prompting and support, students read informational texts appropriately complex for grade 1.
RF.1.2	<ul style="list-style-type: none"> • Words are made of sounds. 	<ul style="list-style-type: none"> • Words can be broken into single sounds. • Words can be blended to make a word. 	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	<ul style="list-style-type: none"> • Vowels are phonemes that are <i>voiced</i> and <i>open</i>. • Long vowels • Short vowels 	<ul style="list-style-type: none"> • How to apply the knowledge of letter-sound relationships 	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2c	<ul style="list-style-type: none"> • Syllables are units of a spoken word and where words are naturally divided. • Blending is putting individual sounds together. 	<ul style="list-style-type: none"> • Words can be broken into parts. • Combining individual sounds together to make a word. • Words can be broken apart by individual sounds. 	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.3	<ul style="list-style-type: none"> • Sight words or high-frequency words are words we need to know automatically 	<ul style="list-style-type: none"> • Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	<ul style="list-style-type: none"> • Consonant digraphs are two or more consonants representing a single sound, such as <i>kn</i> and <i>ck</i>. 	<ul style="list-style-type: none"> • Consonant digraphs can be at the beginning or ending of a word 	Know the spelling-sound correspondences for common consonant digraphs
RF.1.3b	<ul style="list-style-type: none"> • A letter represents a sound 	<ul style="list-style-type: none"> • Specific letter sequence make 	Decode regularly spelled one-syllable

	<ul style="list-style-type: none"> Letters strung together in a sequence make words 	words	words.
RF.1.3c	<ul style="list-style-type: none"> Final -e (CVCe), the vowel in CVCe words are given a long sound by the silent e. Vowel teams are when two vowels together make the same long vowel sound almost all of the time (e.g., <i>ee</i>, <i>ea</i>, <i>ai</i>, and <i>oa</i>). 	<ul style="list-style-type: none"> Apply the knowledge of letter-sound relationships 	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	<ul style="list-style-type: none"> Syllables are units of a spoken word and where words are naturally divided. Each syllable includes a vowel sound 	<ul style="list-style-type: none"> Chunking words helps readers and writers decode and write a word 	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	<ul style="list-style-type: none"> Inflectional endings are added to the end of a root word to change its meaning (e.g., -s, -es, -ed, -ing). 	<ul style="list-style-type: none"> Word meanings change depending on context of the word and additions to the word 	Read words with inflectional endings.
RF.1.3g	<ul style="list-style-type: none"> Irregularly spelled words (e.g., <i>been</i> and <i>come</i>) 	<ul style="list-style-type: none"> Some words do not follow spelling patterns and cannot be sounded out 	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. Readers reread to fix mistakes. Readers reread to check understanding. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. Reading strategies support understanding 	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	<ul style="list-style-type: none"> Readers read to be entertained, to learn, or to get informed, etc) Readers comprehend what they are reading 	<ul style="list-style-type: none"> Reading strategies support understanding Reading has many purposes 	Read on-level text with purpose and understanding.
RF.1.4b	<ul style="list-style-type: none"> Readers read words correctly. Readers read not too fast and not too slow. Readers use expression. 	<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. Readers read text with fluency to comprehend. 	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	<ul style="list-style-type: none"> Readers reread to fix mistakes. Readers reread to check understanding. 	<ul style="list-style-type: none"> Reading strategies support understanding 	Use context to confirm or self-correct word recognition and

		<ul style="list-style-type: none"> Readers read text with accuracy to comprehend. 	understanding, rereading as necessary.
W.1.5	<ul style="list-style-type: none"> Details are the information provided Elaboration is talking in more detail Examples are clear cut explanations Editing is fixing spelling, punctuation, and grammar errors Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized. 	<ul style="list-style-type: none"> Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process) 	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	<ul style="list-style-type: none"> Writing has a purpose. Digital tools can be used for publishing. Collaboration with peers can help us as writers. 	<ul style="list-style-type: none"> Writers use multiple tools to publish their writing. Digital tools can help us to produce and publish writing. Audiences can change based on the piece the author is writing. 	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	<ul style="list-style-type: none"> How to gather information about a topic. Where to look for information. Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. 	<ul style="list-style-type: none"> Research can be done in a variety of ways to learn about a topic Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.
SL.1.1	<ul style="list-style-type: none"> Collaborative conversations involve discussing ideas and working jointly with others to create new thinking. Partners are who you share information with Rules of discussion Listening in discussion Responding is building on someone's remark or asking/answering a question 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion There are different purposes when speaking at different times and with different people Listening to a person's response helps deepen your understanding 	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

	<ul style="list-style-type: none"> Comments are when you make a reference to someone's remark before adding your thoughts Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added Question is something you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> Listening to a person's response helps form your comments That your response should be related to the topic of the conversation The questions you ask questions in conversations help to clarify your understanding Collaborative conversations include all voices The rules of conversation make sure all members benefit from the conversations 	
SL.1.2	<ul style="list-style-type: none"> Not all details are equally important Key details support the main topic/idea A question is something you ask to gain information or clarify understanding Answers are spoken or written replies to a question Media includes print, pictures, and illustrations A read aloud is when students actively listen to and discuss a text read aloud 	<ul style="list-style-type: none"> You gain meaning from a text by asking questions You gain meaning from text from listening to information being presented orally and asking questions How to identify the ideas & details that matter the most in text 	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	<ul style="list-style-type: none"> A question is something you ask to gain information or clarify understanding Answers are spoken or written replies to a question A speaker/presenter Know what to do when they do not understand something Know what to do to seek clarification 	<ul style="list-style-type: none"> A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented. To clarify something you do not understand requires you to ask questions 	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	<ul style="list-style-type: none"> People Places Things Events 	<ul style="list-style-type: none"> Details help others to better understand what they are presenting. 	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	<ul style="list-style-type: none"> Ideas are thoughts Thoughts are the product of mental activity Feelings are emotions or emotional perceptions Visual displays can be tables, charts, graphs, and other infographics used to visually explain 	<ul style="list-style-type: none"> Visual displays help people understand what they are presenting Visual displays help the presenter convey an idea, thought or feeling. 	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

	<p>or otherwise convey an idea, especially one that is complicated or abstract</p> <ul style="list-style-type: none"> • Descriptions are statements or descriptions in words • Drawing is a sketch, plan, or design 		
SL.1.6	<ul style="list-style-type: none"> • A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. 	<ul style="list-style-type: none"> • What they are trying to express • Purpose of their presentation • The audience determines the type of language and presentation used 	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)
L.1.1	<ul style="list-style-type: none"> • All upper- and lowercase letters • Common nouns are words that name persons, places, things, animals, or abstract ideas • Proper noun is a particular person, place, thing, animal, or idea (e.g., Abraham Lincoln, Lincoln Memorial, President's Day, etc.) • Possessive nouns are nouns that show ownership (e.g., John's car, Allehandra's book, etc) • Singular and plural nouns with matching verbs in basic sentences • Personal pronouns refer to a particular person, place, or thing • Possessive pronouns show ownership (e.g., his, hers, theirs) • Indefinite pronouns are not specific in regard to which nouns they replace (e.g., anyone, someone, few) • Verbs to convey a sense of past, present, and future frequently occurring adjectives. • Adjectives are words that modify or describe a person or thing in a sentence. • Frequently occurring conjunctions • Determiners are words that modify nouns, such as articles (e.g., a, an, the) • Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence • How to produce and expand complete simple • Conjunctions are words that join together sentences, clauses, phrases, or words • A complete sentence completes a thought or 	<ul style="list-style-type: none"> • We follow grammar rules so that our writing makes sense to our reader. • We follow grammar rules to effectively communicate with others. • Authors follow conventional rules to effectively communicate with others • Sentences are a form of communication • Sentences convey a thought or idea 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>idea. It can be a statement, question, command, or wish.</p> <ul style="list-style-type: none"> To expand a sentence you add details to the sentence. 		
L.1.2	<ul style="list-style-type: none"> Capitalization is the use of uppercase letters to signal where sentences begin and to indicate that words are proper nouns. Ending punctuation signals the end of a sentence (e.g., period, question mark, exclamation point). Commas are punctuation marks that are used for a variety of reasons, typically to separate words or word groups. Spelling conventions are the rules concerning the correct ways to spell words. Phonetic spelling is to sound out the words and match the sound with the letter or letters that make the word 	<ul style="list-style-type: none"> We follow rules of convention so our writing makes sense to our reader 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	<ul style="list-style-type: none"> Words can have multiple meanings A phrase is a sequence of two or more words A complete sentence completes a thought or idea. It can be a statement, question, command, or wish. A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). Root words are base words. Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word Context clues help determine word meaning Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5	<ul style="list-style-type: none"> Define is to explain Categories are classifying objects into groups 	<ul style="list-style-type: none"> Words have a variety of meaning Words express how the author feels 	With guidance and support from adults, demonstrate understanding of word relationships and nuances in

	<ul style="list-style-type: none"> Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives Adjectives are words that modify or describe a person or thing in a sentence. Verbs are action words Intensity of words how a word can change the emotion/energy of the word Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces. 	<ul style="list-style-type: none"> Creating categories of words can help with understanding the meaning of the words Real life connections help anchor meaning of words Adjectives can convey how the author feels 	word meanings.
L.1.5c	<ul style="list-style-type: none"> Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives 	<ul style="list-style-type: none"> Real life connections help anchor meaning of words 	Identify real-life connections between words and their use (e.g., note places at home are cozy).
L.1.5d	<ul style="list-style-type: none"> Intensity of words how a word can change the emotion/energy of the word Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces. 	<ul style="list-style-type: none"> Words express how the author feels Creating categories of words can help with understanding the meaning of the words Real life connections help anchor meaning of words 	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out meanings.
L.1.6	<ul style="list-style-type: none"> Content or academic vocabulary words 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning 	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 7: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Reading:	R/R Quadrant
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1	<div>RL.1.10 RI.1.10</div> <div>RL.1.1 RI.1.1</div>	<p>Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Mastery Levels:</p> <table><tr><th colspan="3">First Grade Reading Level Expectations</th></tr><tr><th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr><tr><td>1st Quarter</td><td>D-E</td><td>C</td><td>D or below</td></tr><tr><td>2nd Quarter</td><td>F-G</td><td>E</td><td>D or below</td></tr><tr><td>3rd Quarter</td><td>I</td><td>F-H</td><td>E or below</td></tr><tr><td>4th Quarter</td><td>J</td><td>H-I</td><td>G or below</td></tr></table> <p>Reading Benchmark: Teacher will use reading benchmark and protocol to access students on priority standards in reading.</p> <p>Teacher Protocol & Blueprint</p>	First Grade Reading Level Expectations				Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	D-E	C	D or below	2 nd Quarter	F-G	E	D or below	3 rd Quarter	I	F-H	E or below	4 th Quarter	J	H-I	G or below	<div>21 Century</div> <div>C</div> <div>Critical Thinking Communication</div>
First Grade Reading Level Expectations																										
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations																							
1 st Quarter	D-E	C	D or below																							
2 nd Quarter	F-G	E	D or below																							
3 rd Quarter	I	F-H	E or below																							
4 th Quarter	J	H-I	G or below																							

Unit 7: Sample Activities

SAMPLE LEARNING PLAN

Reader's Workshop

Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (FHSD Created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> 21C:
1	RI.1.10	<p>Bend I: Individuals Bring Their Strengths as Nonfiction Readers to Clubs</p> <p>1. Review Objective: Students will:</p> <ul style="list-style-type: none"> Know the strategies of a nonfiction reader Understand that readers can get smart about nonfiction topics Be able to use strategies while reading a nonfiction text <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Display and read the How to Get Super Smart about Nonfiction Topics anchor chart - Refer to photograph on page 18, and/or page 69, of 	Setting Objectives	A/B Communication Collaboration

		<p>Learning About The World, Lucy Calkins Unit 2 book or access through your registered resources on Heinemann.com)</p> <p>ii. Use strategies on <i>How to Get Super Smart about Nonfiction Topics</i> (reference anchor chart)</p> <p>b. Teaching: The teacher will partner students and assign a specific strategy to discuss what they remember about that strategy from the How to Get Smart about Nonfiction Topics anchor chart</p> <p>c. Active Engagement:</p> <p>i. Students Will: Discuss the assigned strategy and then share with the class what they remember about it</p> <p>ii. Teacher Will: Elaborate on the strategies as needed to ensure students remember and understand each of the six strategies</p> <p>d. Link: The teacher will send students off for familiar reading time, instructing them to read a nonfiction book from their book bag/box and to practice using the strategies from the anchor chart</p> <p>e. Mid-Workshop Teaching: The teacher will ask students to stop, remind them they are to be using the strategies as they read, and have 2-4 students name the strategy they are using.</p> <p>f. TRANSITION TO Partner Work: (This will become Book Club time in lesson #4)</p> <p>i. Teacher will tell readers that it is time to read with a partner and practice using at least one strategy as they read their nonfiction book together.</p> <p>g. Share:</p> <p>i. Teacher will gather students on the carpet for sharing</p> <p>ii. Students will turn and talk with a partner and share how they used 1 strategy to get smart about a nonfiction book they read</p> <p>iii. Teacher will have some students share with the class what strategy their partner used during their reading</p> <p>h. Helpful resources</p> <p>i. If...Then...Curriculum-Lucy Calkins book to reference</p> <p>ii. <i>How to Get Super Smart about Nonfiction Topics</i> - anchor chart - Refer to photograph on page 18, and/or page 69, of Learning About The World, Lucy Calkins Unit 2 book or access through your registered at Heinemann.com</p>	<p>Cooperative Learning</p> <p>Providing Practice</p>	
1	RI.1.2 RI.1.5 RI.1.7 RI.1.8	<p>2. Determining What is Important in Nonfiction</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know main ideas and details 	Setting Objectives	B/C Communication Collaboration Critical Thinking

	<p>RI.1.10</p> <ul style="list-style-type: none"> • Understand that readers can learn more when they determine what is important in a nonfiction text - main ideas and details • Be Able To determine what is important verses interesting in a nonfiction text <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Model how to navigate nonfiction text to determine what is important ii. State how to break apart nonfiction text into meaningful sections to determine main ideas and key details. Help students understand how each piece connects and goes together. (The chart on page 100 called Common Nonfiction Text Structures to Look Out For found in the If...Then...Curriculum-Lucy Calkins book is helpful for students know as they navigate through nonfiction text structures.) <p>b. Teaching: The teacher will model focusing on one meaningful section of a nonfiction text to look for repeated words and phrases, and how to use the 5 Ws to determine the main idea and key details *Reference If/When Book, page 101-102. Distribute the Key Details Mini-Charts or Bookmarks or create an anchor chart.</p> <p>c. Active Engagement: With teacher guidance, students will read through the section of meaningful text and search for repeated words and phrases. Students will reread the section and attempt to answer the 5 Ws. Reiterate that the 5 Ws may not always apply to a text so they will have to only use the questions that do apply.</p> <p>d. Link: The teacher will send students off for familiar reading time. Instruct them to choose a nonfiction book from their book bag/box and find one meaningful section. Then, instruct them to practice searching for repeated words or phrases as well as the 5 Ws.</p> <p>e. Mid-Workshop Teaching: The teacher will ask students to stop and remind them to search for repeated words and phrases as well as the 5 Ws. Ask them to try another meaningful section of the same book.</p> <p>f. TRANSITION To Partner Work (soon to be Book Clubs): The teacher will tell readers that it is time to reread their chosen section(s) with their partner and discuss possible repeated words and phrases and the 5 Ws.</p> <p>g. Share: The teacher will gather students on the carpet for sharing. Ask students to think about the sections they chose to read today and ask, "Even though the author wrote different meaningful sections within the same text, how are the sections connected?" (Lead students to the understand that the sections connect because they tell about the main idea of the whole book (example: whales, trucks, weather, etc...))</p> <p>h. Helpful Resources</p>	Providing Practice	
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		<p>students to follow the partnership routines and expectations. Refer to the Reading Partners Work Together anchor chart.</p> <p>g. Share:</p> <ol style="list-style-type: none"> Teacher will gather students on the carpet for sharing. Students will share what it was like working with a group of 4 peers instead of pairs. Teacher will guide the discussion by asking questions like, "What worked?", "What didn't work?", and "What sort of information did you share with and learn from peers?". <p>h. Helpful Resource:</p> <ol style="list-style-type: none"> Reading Partners Work Together anchor chart 		
1	RI.1.2 RI.1.7 RI.1.8 RI.1.10	<p>5. Growing Ideas About Important Information</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know how to stop and jot about their thinking while reading Understand that readers that reading can lead to new ideas Be Able To jot their thinking to expand their ideas about a topic <p>a. Connection: The teacher will share with the students that as you are reading you are learning information and that information can lead to new ideas.</p> <p>b. Teaching: The teacher will teach that expert nonfiction readers do more than just learn information from new books, they also come up with their own ideas about what they are learning, and when they do come up with a great idea, they jot it on a post-it note, and then read on looking for parts of the book that fit with their idea.</p> <p>c. Active Engagement: Teacher will:</p> <ol style="list-style-type: none"> Pass out 1 post-it note to each student and read a meaningful section of a non-fiction text. Students Will: Listen to the meaningful section of the nonfiction book as the teacher reads and jot down 1-2 ideas on their post-it note and when the teacher is done reading, they will turn to a partner and share their idea(s) *Note: using post-it notes play an important role so student's thinking is visible and the ideas they jotted down become a tool for lifting the level of their book club conversation (reference If...Then... page 105) <p>d. Link: The teacher will pass out post-it notes to students and send them off to read non-fiction text Students will read nonfiction books and jot down ideas on their post-it notes</p>	Cooperative Learning Providing Practice Note taking	A/B Communication Collaboration Critical Thinking

		<p>ii. Teacher Will: Model your thinking about revising your thinking, "This is what I know about monkeys...Monkey have tails. Use the sentence starters on page 107 (If...Then...Curriculum - Lucy Calkins) (Example: I used to think....but now I'm thinking.....). I used to think monkeys have tails but now, after reading the text and looking at the pictures, I'm thinking monkeys have different types of tails. For example, some are long, some are short, some are fluffy, etc....</p> <p>d. Link: The teacher will:</p> <p>i. Explain to students that they are going to think about one thing they know about the topic of a book they are reading in their book club.</p> <p>ii. Give each student a post it to write down their thought.</p> <p>iii. Tell students to reread their book and look closer (digging deeper) to learn even more about their thinking.</p> <p>iv. Ask students to write down their revised thinking due to new learning from their book.</p> <p>v. Tell students use a sentence starter to write about their revised thinking (page 107 (If...Then...Curriculum - Lucy Calkins) (Example: I used to think....but now I'm thinking.....).</p> <p>e. Mid-Workshop Teaching: The teacher will get students attention to check-in on their reading and if they completed their sentence starter as they read and revised their thinking. Encourage a few students who already completed their sentence to share with the class what they wrote down.</p> <p>f. TRANSITION TO BOOK CLUBS:Teacher will announce to readers that it is time to get with their book club to read and share their sentences about their revised thinking and how it helped them to learn even more about their book/topic.</p> <p>g. Share: The teacher will gather students on the carpet for sharing. Ask a few students to share with the class what they discussed in their book club and/or their completed sentence about their revised thinking.</p> <p>h. Helpful Resources:</p> <p>i. Use the sentence starters on page 107 (If...Then...Curriculum - Lucy Calkins)</p> <p>ii. Picture Book: <i>Hang On, Monkey</i></p>	<p>Providing Practice</p> <p>Providing Practice</p> <p>Similarities and Differences</p> <p>Note taking</p>	
1	RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9 RI1.10	<p>7. Compare and Contrast Nonfiction Books about the Same Topic</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know the meaning of compare and contrast Understand that readers can learn more about a topic when the compare and contrast books about the same topic Be able to compare and contrast books about the same topic 	Setting Objectives	A,B Communication Collaboration Critical Thinking

		<p>a. Connection: The teacher will share with students that readers can learn more about a topic when they compare and contrast books about the same topic.</p> <p>b. Teaching: The teacher will engage students in a quick discussion about yesterday's lesson - How do readers revise their thinking after reading about a nonfiction text? Today I am going to teach you that most nonfiction books only contain bits and pieces of informational facts about a topic. Every author has to pick and choose what to include and what to leave out - there simply isn't room in one book to include everything! Something that readers do is think, 'What is missing from this book?' and 'How is this book the same or different from other books on the same topic?'"</p> <p>c. Active Engagement:</p> <ul style="list-style-type: none"> i. Teacher will: Use two different books about the same topic and read a page or two from each or use the example chunks of text from the books, <i>Sharks</i>, by Ina Felix and <i>Sharks</i>, by Anne Schrieber on pages 109-110 in the <i>If...Then...Curriculum - Lucy Calkins</i> book. Think out loud to pinpoint one difference and one similarity between the two pieces of text. Tell students that this is called comparing and contrasting. ii. Students will: Turn and Talk about similarities and differences and share out. <p>d. Link: The teacher will send students off for reading time, instructing them that today they will choose 2 of their books to compare and contrast. Noticing how they are they the same and different.</p> <p>e. Mid-Workshop Teaching: The teacher will get students attention to check-in on their reading and have a few students share what they compared and contrasted in their books. <i>This would be a good time to share what vocabulary we use when we are comparing and contrasting information. See page 111 in the If...Then...Curriculum - Lucy Calkins. Notice the bullet points on page 111 and the anchor chart, Readers Compare and Contrast Books.</i></p> <p>f. TRANSITION TO BOOK CLUBS: The teacher will announce to readers that it is time to get with their book club to read and share their discoveries using comparing and contrasting two different books.</p> <p>g. Share: The teacher will gather students on the carpet for sharing. Ask a few students to share with the class what they compared and contrasted in 2 of their books.</p> <p>h. Helpful Resources:</p> <ul style="list-style-type: none"> i. <i>See page 111 in the If...Then...Curriculum - Lucy Calkins. Notice the bullet points on page 111 and the anchor chart, Readers Compare and Contrast Books.</i> 	<p>Cooperative Learning</p> <p>Providing Practice</p> <p>Similarities and Differences</p>	
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		ii. Picture Book: Sharks, by Ina Felix iii. Text: <i>Sharks</i> , by Anne Schrieber on pages 109-110 in the If...Then...Curriculum - Lucy Calkins book		
1	RI.1.1 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9 RI.1.10	8. Asking and Answering Questions Objective: Students will: <ul style="list-style-type: none"> Know what asking and answering questions about a text sounds like Understand readers can learn more about a topic when they ask and answer questions before, during, and after reading Be Able To able to ask and answer questions about a topic <p>a. Connection: The teacher will share with students that asking and answering questions about a topic as they read can help them learn more information about a topic.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> (Before the lesson) Choose a book from one of the topic baskets and prepare a question you would have Before Reading, During Reading, and After Reading. As you read through a section of your book, attempt to answer your questions as you go. NOTE: Tell students that sometimes the book doesn't answer the questions we have, however we can use the information we do find to suggest a possible answer. This requires students to synthesize related information to form ideas....."Well, since it says here.....I'll bet....." Model how readers ask questions of their text and explain how this helps us lead to deeper thinking. To do this, readers often ask questions such as: "How do...?," "Why do...?," "How come.....?," and "Why would.....?". Pursuing a question in a single book and especially in several related books, can drive a child or club's reading. <p>c. Active Engagement: The teacher will tell students that to give a thumbs up if they hear one of the teacher's questions answered as you read through your book or section of the book.</p> <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> Send students off for reading time, instructing them that today they will choose 2 of their books to read and ask/answer questions. Hand out 3 post-its per child for them to write each question and tab the part of the book that answers their question. Encourage them to use the "How do...?," "Why do...?," "How come.....?," and "Why would.....?" question stems. If they ask a question not answered by the text, have them place the post-it on the back of the book. 	Setting Objectives	B/C Communication Collaboration Critical Thinking

		<p>e. Mid-Workshop Teaching: The teacher will get students' attention and have a few students share a question they wrote and if they found an answer in the text. Discuss how this questioning and answering helps us to gain/learn information as we read.</p> <p>f. TRANSITION TO BOOK CLUBS:The teacher will have children gather in their reading groups, encouraging them to share the questions and answers they discovered as well as questions not discovered in the text.</p> <p>g. Share: The teacher will:</p> <ol style="list-style-type: none"> Gather students on the carpet and let a few share what they learned about another topic, from another group member, during their book club time. Problem solve with students while driving a discussion about questions we can't find in a text. What are our other options? Students could turn and talk first, then share out..."We can look at another nonfiction book about the same topic", "We could search internet resources", "We could ask an expert".... Explain that sometimes when the book doesn't answer the questions we have, we can use the information we do find to suggest a possible answer. This requires students to synthesize related information to form ideas....."Well, since it says here.....I'll bet....." 	Cooperative Learning	
1,2	RI.1.2 RI.1.10	<p>9. Students Have Conversations About Their Topic as a Whole</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know a way to organize learned information about a topic Understand that it is important for readers to organize their information and facts about a nonfiction topic Be able to have conversations about their topic as a whole <p>a. Connection: The teacher will share with students that it is important for readers to not only have conversations about their topic, but to organize the information and facts that they learned about their topic.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Explain that today you will to teach them how readers often choose a way to organize the information they learned from the books they read about a topic. Today as they work together, they will share information about their topic. Reference two books about the same animal and model how to create a semantic web. (Refer to the chart on page 108 of Lucy Calkins If...Then... Curriculum.) 	Setting Objectives	A/B Creativity Communication Collaboration
			Advance	

		<p>c. Active Engagement: Students will turn and talk with their group and share something they learned about their topic, in preparation for creating a semantic web as a group.</p> <p>d. Link: Students will break off into book club groups to organize the information they learned about their topic. They will create a semantic web on chart paper or on an Ipad/computer to organize the information they learned.</p> <p>e. Mid-Workshop Teaching: The teacher will get students' attention and remind them how comparing and contrasting, having conversations with each other, and asking and answering questions can help them determine what information would be important to include on their semantic web.</p> <p>f. TRANSITION TO BOOK CLUBS: *NOTE: Students are already working with their book club as the organize their information and create their semantic web.</p> <p>g. Share: Students will partner with another reading group and share their poster to teach them about their nonfiction topic. Discuss how this web helps to organize our information.</p> <p>h. Helpful Resources:</p> <ul style="list-style-type: none"> i. Semantic Web - Refer to the chart on page 108 of Lucy Calkins If...Then... Curriculum 	<p>Organizers Cooperative Learning</p> <p>Providing Practice</p> <p>Note taking</p>	
1,2	RI.1.2 RI.1.10	<p>10. Celebration Objective: Students will:</p> <ul style="list-style-type: none"> • Know what sharing learned information with others looks and sounds like • Understand that readers can teach others about a topic • Be Able To share their learning with others about a topic <p>a. Connection: The teacher will announce to students that today they will celebrate their reading by hosting a museum or gallery walk of their semantic webs. It is time to be proud of your hard work and share your learning with others.</p> <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Model to/with students how creating the semantic web about an animal yesterday helped me/us organize information. ii. Demonstrate how we talk about our semantic web with an audience. <p>c. Active Engagement:</p> <ul style="list-style-type: none"> i. Teacher will help guide a book club group as they prepare to share their information with an audience. Ask for a volunteer book club to display their semantic web and practice presenting. Help and encourage each club member to speak briefly about their webs. 	<p>Setting Objectives</p> <p>Advance Organizer</p> <p>Cooperative Learning</p>	<p>A/B Creativity Communication Collaboration</p>

		<p>ii. Students will problem solve together deciding where each member should stand and what each member will need to say.</p> <p>d. Link: Students will break off into book club groups to look over their semantic webs and set them up for the museum/gallery walk. They may want to set out the books they read and learned from near their chart paper or Ipad/computer.</p> <p>e. Mid-Workshop Teaching: The teacher will get students' attention to determine how much more time they need to prepare their museum/gallery display. Remind them that each member of their book club needs to participate during the presentations.</p> <p>f. TRANSITION TO BOOK CLUBS:</p> <p>i. *NOTE: Students are already working with their book club as they finalize ways to present about their topic as a group.</p> <p>ii. Teacher will: Spend time with each group as they problem solve and offer suggestions as needed.</p> <p>g. Share: *NOTE: Invite others to come to visit the classroom, (maybe teachers, administrators , buddy classes, and/or or other students) and students will share their display and teach about their nonfiction topic.</p>	<p>Providing Practice</p> <p>Note taking</p>	
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Writer's Workshop

Writing Projects (FHSD Created)

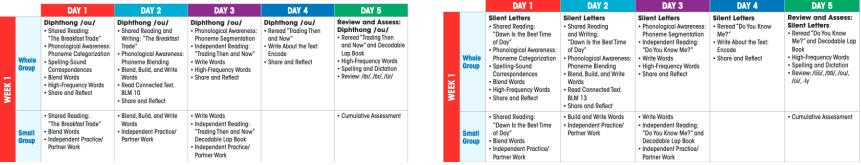
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2	<p>W.1.5</p> <p>SL.1.1</p> <p>L.1.1</p> <p>L.1.2</p> <p>L.1.4</p> <p>L.1.5</p> <p>L.1.6</p>	<p>1. Writers Choose Genres They Love! Bend 1</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know the process for deciding a topic and genre for writing. Understand authors think about their purpose and audience when picking a genre for writing. Be able to pick a genre for writing that will fit our audience and purpose. <p>a. Connection: The teacher will say, "All year, I've been setting us up to do one kind of writing or another. Well Guess what? Now it is your turn to decide. It's your turn to come up with your own ideas for the sort of writing you'd like to do. Each one of you will get to pick the kind of writing you'll do as you end first</p>	<p>Setting Objectives</p>	<p>B/D</p> <p>Creativity Communication Collaboration Critical Thinking</p>

		<p>grade. Today I want to teach you that to help you decide you might think ‘What kind of books do I really love to read?’ Or ‘What have I wanted to write all year that I haven’t gotten to?’ ‘What do I wish I could write again?’ You might even look at our library and the choices we made the other day to help you.”</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Say, “Writers whenever you are trying to think about what to write about it, first think about what kind of writing you want to make, then think about the people, places, problem, or things that you are interested in. Then you’ll what to think ‘How does this kind of writing go?’ ‘So I need to make a different kind of writing paper?’ and plan out how your writing could go. Model the decision making process of choosing a genre and a topic and getting started drafting right away. Keep in mind they might start with one genre and decide to switch to another and that’s okay. Create a general writing process chart. <p><u>Writers:</u></p> <ol style="list-style-type: none"> Decide what kind of writing you want to make. <i>What kind of books do I love? What have I always wanted to write? What do I want to write again (fill in the examples you’ve chosen for your class)</i> Get an idea of what you want to share, teach, or say to a specific audience. Plan. Decide how that kind of writing goes; ask, “What should the paper look like?” Then, touch and tell. Then, sketch the parts. Write Revise- ask, “What, Where, Who, When, How?” to add more. <p>c. Active Engagement: The teacher will prompt students to turn and talk to a partner about points 1-3 on the new chart. The teacher will guide partnerships through the process, taking note of the different genres students choose.</p> <p>d. Link: The teacher will remind students to use the writing process chart each time they are deciding what kind of writing they would like to do.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> Explain to students that sometimes writers keep a topic they like, but change the genre. Give an example of a student who started a nonfiction writing piece about a dog, but remembered they liked funny books about dogs. So she decided to try writing a comic book about a dog. She liked that book more! Say “So writers, you might give that a try. You can try a different genre with your same topic.” 	<p>Cooperative Learning</p> <p>Setting Objectives</p> <p>Cooperative Learning</p>	
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		<p>f. Share: The teacher will invite students turn and talk with a partner and share the genre and topic they are writing about.</p> <p>Appendix Documents</p>		
2	<p>W.1.5 W.1.7 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6</p>	<p>Publishing houses help make your writing better! Bend 2</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know how to choose a tool for feedback on writing. • Understand using checklists, charts and mentor texts when revising will help improve our writing. • Understand writing partners can provide feedback on our writing. • Be able to revise our writing. <p>a. Connection: The teacher will remind students of the work they have been doing to pick a genre they like most. The teacher will say “Today I want to teach you that when you’re working on a particular kind of writing, one of the best tools you have is a friend who is also working on that same kind of writing. You can get together with a partner or a group to help each other make your writing even better.</p> <p>b. Teaching: The teacher will explain to students that first partners choose a chart, checklist or mentor text to use for providing feedback. Then one partner will read their writing and the other partner will use the chart to name something they did well and something they can improve. Then partners switch! The teacher will create a chart:</p> <p><u>Partners Work Together to Make Their Writing Better!</u></p> <ol style="list-style-type: none"> 1. What will help us make our writing better? Choose a chart, checklist or mentor text 2. Partner A: read your writing 3. Partner B: look at the chart. Say what your partner is doing well and one thing he/she could add. 4. Switch! <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Share your writing and explain to students you need help deciding which tool you will use for feedback. ii. Ask students to turn and talk to a partner to determine which tool you should use, referencing all charts, checklists and available mentor texts. iii. Ask a few students to share their decision with the class. 	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Cooperative Learning</p>	<p>B/D</p> <p>Creativity Communication Collaboration Critical thinking</p>

		<p>d. Link: The teacher will invite students to work with their genre partner or group to use the charts, checklists and mentor texts to make their work the best it can be.</p> <p>e. Mid-Workshop Teaching: The teacher will explain to students that as writers get feedback on their writing they go back to other pieces to revise other pieces in the same way.</p> <p>f. Share: The teacher ask students to turn and talk to a partner, sharing one thing they did well and one thing they changed based on the work with their genre partner or group.</p> <p>g. <u>Appendix Documents</u> and Helpful Resources</p> <ol style="list-style-type: none"> Ways to Bring to Stories to Life (Writing Unit 1) How Can I Teach My Readers (Writing Unit 2) Convince Your Reader! (Writing Unit 3) Our Favorite Series Authors... (Writing Unit 4) 	<p>Setting Objectives</p> <p>Cooperative Learning</p>	
2	<p>W.1.5 W.1.7 SL.1.1 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6</p>	<p>Mining Mentor Texts Improves our Writing! <i>Bend 3</i></p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know what a mentor text is. Understand studying other authors can give us ideas for our own writing. Be able to find craft moves from other authors to use in our writing. <p>a. Connection: The teacher will say to students, “Do you remember when we have used mentor texts to improve our writing? Today I want to remind you that not only is your partner a powerful tool, but you also have these books all around our classroom that you can use to make your writing better.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Explain to students that when you are looking at a new mentor text, you can ask these questions, ‘What is this writer doing that I really love? Why is the writer doing it? How can I try this out in my own piece?’ Reference the chart “How to Use a Mentor Text” and explain to students it can help them organize their findings as they are mining their mentor text. Model how to mine a mentor text and apply a craft move in her own demonstration piece. The teacher could use a chart like this to model mining the mentor text. <p>c. Active Engagement: The teacher will</p> <ol style="list-style-type: none"> Provide the class with mentor texts fitting the genre of the class piece. Have partners pick a book and turn and talk with their partner to find a craft move that could be added to the class piece. Partners will share 	<p>Setting Objectives</p> <p>Advance Organizers</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Creativity Communication Collaboration Critical thinking</p>

		<p>d. Mid-Workshop Teaching: The teacher will remind students they can do this editing work with many pieces, not just one, and challenge writers to try this out with other pieces in their folders.</p> <p>e. Share: The teacher will have students bring their writing to the carpet and sit with their writing partner. The students will turn and talk and share one place in their writing where they made it better.</p> <p>Appendix Documents and Helpful Resources</p> <ul style="list-style-type: none"> • Illustrated Checklist: How Did I Make My Writing Easy to Read? (Writing Unit 3 Session 3) • Illustrated Editing Checklist (Writing Unit 1 Session 19) • Chart: Illustrated Editing Checklist (Writing Unit 2 Session 19) • Illustrated Editing Checklist Grade 1 (Writing Unit 3 Session 3) • My Editing Checklist (Writing Unit 4 Session 10) 	Cooperative Learning	
2	W.1.5 W.1.6 SL.1.1	<p>Let's Have A Publishing Party!</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know the importance of writing for an audience • Understand the necessary steps to write a piece that is engaging for an audience • Be able to share their writing with an audience <p>The book review talks will be a celebration of the persuasive authors and their work. Each classroom may choose to hold the expo differently, some ideas include:</p> <ul style="list-style-type: none"> • Inviting class buddies in to read student writing • Partnering with another grade level classroom • Inviting in parents, community members, authors in the classroom to read students writing • Share writing via class website or students digital portfolios • Send writing out to an audience via apps such as Remind 101, Google Drive, and more <p>Most importantly give students to share the work they have done and have an opportunity to celebrate their learning.</p> <p>Appendix Documents</p>	Reinforcing Effort Providing Recognition Providing Feedback	C/D Creativity Communication Collaboration Critical Thinking
<h2>Language/Word Study Block</h2>				
1	RL.1.1 RI.1.1	<p>Interactive Read Aloud</p> <p>Teacher choice: Find a favorite read aloud that demonstrates your love for reading. Think</p>	Practice	B Critical

		of a series or a book that could spark students desire to continue reading from that author, series, or on the topic.		Thinking
1	RF.1.4 RF.1.4a	Shared Reading Teacher choice for shared reading activity this unit. Find ways to support students in fluency and word solving strategies. Demonstrate using context to confirm or self-correct word recognition and understanding and rereading as necessary.	Practice	B Critical Thinking
1	RF.1.2 RF.1.3 RF.1.4	Benchmark Phonics Unit 9: We Use Goods and Services & Unit 10: Exploring Sound, Light, and Heat 	Similarities & Differences Homework & Practice Cooperative Learning	B Collaboration Critical Thinking
1, 2, 3	L.1.4	Interactive Vocabulary The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration
1,2	L.1.5.c	Mechanics/Grammar Personify to Bring Objects to Life Strategy: Brainstorm some facts about your topic. Use language (both verbs and adjectives often associated with people to describe an object or an object associated with a fact. Teaching Tip: Although the examples on this page center around nonfiction writing, this strategy is easily adaptable to any genre. Imagine, for example, a student who is writing a personal narrative and wants to use personification to describe the trees in the setting: “The leaves on the trees waved at me, telling me it was time to go inside and be safe, before the storm came.” Words like <i>waving</i> and <i>telling</i> are human characteristics that, when used in this scene, help to make something (the tree) seem almost like a character. Using a Mentor: In Dianna Aston’s <i>A Butterfly is Patient</i> , the butterfly is described as having characteristics typical to a person: patient, creative, helpful. In <i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton, the steam shovel is named (Mary Ann); the		

		<p>narrator refers to her as <i>she</i> even talks to her.</p> <p>Prompts:</p> <ul style="list-style-type: none">• What is one action associated with that object?• What's a word that's similar to the verb you used but is typically associated with people?• What does it remind you of that people do?• Think of some words that you'd use if a human did those things.											
4	L.1.5.d	<p>Shades of Meaning</p> <p>Strategy: Notice a word in a piece of writing that isn't quite right, or is too vague. List synonyms and ask yourself, "Which of these words is most correct for what I mean to say in the sentence?"</p> <p>Teaching Tip: Many teachers use hardware store paint chips to communicate that some words' synonyms have varying degrees of intensity. The lighter color means "a little bit" and the darker color means "a lot." For example you might write the word <i>sad</i> on a lighter shade of the purple paint chip and <i>despondent</i> on the darker shade. These variations of word choice can often impact the ton the author is using and have subtle, but significant, variation on meaning. Although some children will have synonyms in their own vocabularies, many students will benefit from a resource such as a thesaurus (online even). Read-aloud time, or other times when you have shared texts would offer a great opportunity to incorporate a routine for introducing and teaching these words.</p> <p>Lesson Language: The example is using Mark Twain, however teacher can modify with whatever text deemed necessary.</p> <p>Prompts:</p> <ul style="list-style-type: none">• You wrote _____. Do you really mean that?• You wrote _____. Check the shades of meaning chart to see if there is a more precise word you could consider.• Consider some other options for that word.• You came up with three other options for that one word.• I agree-that's much more precise! <table><tr><th colspan="3">Shades of Meaning-Feelings</th></tr><tr><td>Sad unhappy</td><td>Nervous uneasy</td><td>Happy glad</td></tr><tr><td>Gloomy</td><td>jumpy</td><td>Joyful</td></tr></table>	Shades of Meaning-Feelings			Sad unhappy	Nervous uneasy	Happy glad	Gloomy	jumpy	Joyful	Homework & Practice	B Communication Critical Thinking
Shades of Meaning-Feelings													
Sad unhappy	Nervous uneasy	Happy glad											
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		<table><tr><td>sorrowful</td><td></td><td>jovial</td></tr><tr><td>Forlorn desolate</td><td>Overwhelmed anxious</td><td>Exuberant estatic</td></tr></table>	sorrowful		jovial	Forlorn desolate	Overwhelmed anxious	Exuberant estatic		
sorrowful		jovial								
Forlorn desolate	Overwhelmed anxious	Exuberant estatic								
2		Handwriting Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication						

Unit 7: Resources

UNIT RESOURCES

Teacher Resources:

- *If... Then... Curriculum for reading*
- Anchor charts from earlier in the year
- *If... Then...Curriculum for writing*
- [How to Use a Mentor Text](#)
- [Independent Writing Projects Unit](#)
- Chart Paper
- Lucy Post-It Notes
- Post - It Notes
- Markers
- Dry Erase MarkersAnchor chart paper
- Benchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)
- Pens
- Docking Camera (if available)
- Writing Paper
- Access to class library
- Access to leveled library with chapter books
- [FHSD First Grade Sight Words](#)
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Student Resources:**Writing:**

- Various paper choices (e.g. booklets, first place blue ribbon paper, comic strip paper, how-to paper)
- *Night of the Veggie Monster*
- *Sharks*
- *Henry and Mudge and the Happy Cat*
- Mentor texts that students can study that match their chosen writing genre
- Leveled books
- Class Library
- Post-It notes
- Pencils
- Writing paper
- Highlighters
- [FHSD First Grade Sight Words](#)

Vocabulary:

Book Club: a group of people who discuss books they have read

Contrast: look at differences

Conversation: talking with others to share ideas, thoughts, feelings or news

Purpose- what you want to accomplish