

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

Course Description

Focuses on the reading process to set students up to read increasingly complex texts. Comprehension strategies, word solving, vocabulary, fluency, and author's craft are covered in the units of study. Along with story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation.

Scope And Sequence

Timeframe	Unit	Instructional Topics
6 Week(s)	Unit 1: Building Good Reading Habits	<ol style="list-style-type: none">1. Bend I- Habits for Reading Long and Strong2. Bend II- Habits for Tackling Even the Hardest Words3. Bend III - Partners Have Good Habits, Too!4. Read Aloud5. Shared Reading
Ongoing	Unit If/Then: Word Detectives- Strategies for using high-frequency words and for decoding	<ol style="list-style-type: none">1. Bend I - Word Detectives in Training2. Bend II - Word Detectives Tap into the Power of Snap Words3. Bend III - Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read.
7 Week(s)	Unit 2: Learning About the World-Reading Nonfiction	<ol style="list-style-type: none">1. Bend I - Getting Smart on Nonfiction Topics2. Bend II - Tackling Super Hard Words in order to Keep Learning.3. Bend III - Reading Aloud Like Experts4. Read Aloud5. Shared Reading
6 Week(s)	Unit 3: Readers Have Big Jobs To Do Fluency, Phonics, and Comprehension	<ol style="list-style-type: none">1. Bend I- Readers Have Important Jobs To Do2. Bend II- Readers Add New Tools to Read Hard Words3. Bend III: Readers Use Tools to Understand Their Books4. Bend IV- Readers Use Everything They Know to Get the Job Done5. Read Aloud6. Shared Reading
6 Week(s)	Unit 4 Meeting Characters and Learning Lessons	<ol style="list-style-type: none">1. Bend I-Going on Reading Adventures2. Bend II- Studying Characters in Books3. Bend III-Learning Important Lessons4. Bend IV-Growing Opinions About Books5. Read Aloud6. Shared Reading

Course Instructional Resources/Textbook

Lucy Calkins Reading Units of Study
Begin Running Records (Teacher College)

Unit 1: Building Good Reading Habits

Demonstration Texts

Gossie and Gertie by Oliver Dunrea
Kazam's Birds by Amy Ehrlich and Barney Saltzberg
"Little Miss Muffet" nursery rhyme

Read-Aloud and Shared Reading Texts

Ish by Peter H. Reynolds
Ollie the Stomper by Oliver Dunrea
Mr. Fantastic Fox by Roald Dahl And Quentin White
Charlotte's Webb by E.B. White and Garth Williams
"Make New Friends" song

Unit 2: Learning About the World: Reading nonfiction

Demonstration Texts

Hang on, Monkey! by Susan B. Neuman
I Want to Be a Doctor by Dan Leibman
Sharks! by Anne Scheiber

Read-Aloud and Shared Reading Texts

Owls by Mary R. Dunn
Super Storms by Seymour Simon
"Eagle Flight" by Georgia Heard
"Migration" by Georgia Heard

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Suggested Texts and Resources

A Day at the Firehouse by Giovanni Caviezel and Laura Rigo
Tuti's Play by Jan Reynolds
Video clip from Wild Kratts from PBS

Unit 3: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension

Demonstration Texts

The Dinosaur Chase by Hugh Price
Zelda and Ivy: The Runaways by Laura McGee Kvasnosky

Suggested Texts and Resources

A Visitor for Bear by Bonny Becker and Kady MacDonald Denton
Chester's Way by Kevin Henkes
Audiobook version of Frog and Toad are Friends by Arnold Lobel
George and Martha by James Marshall

Read-Aloud and Shared Reading Texts

Frog and Toad Are Friends by Arnold Lobel
Tumbleweed Stew by Susan Stevens Crummel and Janet Stevens

Unit 4: Meeting Characters and Learning Lessons: A Study of Story Elements

Demonstration Texts

Iris and Walter and the Field Trip by Elissa Haden Guest and Christine Davenier
The Ghost-Eye Tree by Bill Martin, Jr. and John Archambault
Off We Go! by Jane Yolen and Laurel Molk
Mr. Putter and Tabby Drop the Ball by Cynthia Rylant and Arthur Howard
Frog and Toad Are Friends by Arthur Lobel
Poppleton by Cynthia Rylant and Mark Teague
Pancakes for Breakfast by Tomie de Paola
Curious George Gets a Medal by H.A. Rey and Margret Rey
The Tenth Good Thing About Barney by Judith Viorst and Erik Blegvad
No David! by David Shannon
Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin
The Carrot Seed by Ruth Krauss and Crockett Johnson
Upstairs Mole, Downstairs Mole by Wong Herbert Lee

Read Aloud and Shared Reading Texts

Upstairs Mole, Downstairs Mole by Wong Herbert Lee
George and Martha: One More Time by James Marshall
"Chums" by Arthur Guiterman

Suggested Texts and Resources

Fly Guy series by Tedd Arnold
Ivy and Bean Series by Annie Barrows and Sophie Blackall
Amber Brown series by Paula Danziger and Tony Rose
Houndsley and Catina series by James Howe and Melissa Sweet
Pinky and Rex Series by James Howe and Marie-Louise Gay
Frog and Toad series by Arnold Lobel
Little Critter series by Mercer Mayer
Magic Tree House series by Pope Osborne and Sal Murdocca
Henry and Mudge series by Cynthia Rylant and Susie Steveson
Marvin Redpost series by Louis Sachar and Adam Record

Course Details

Unit: Unit 1: Building Good Reading Habits

Duration: 6 Week(s)

Unit Description

Students will practice good reading habits-habits for reading long and strong, habits for solving hard words, and habits for working with a partner. This unit provides a framework for establishing norms, rituals, values, and identities for readers workshop.

Enduring Understandings/Essential Learner Outcomes

- I can read and reread for a period of time and be prepared to talk to a partner.
- I can build reading stamina.
- I can take a sneak peek before reading to predict what the story is about.
- I can retell key details after reading.
- I can discuss with a partner about books to help both comprehend.

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Academic Vocabulary

Engagement
Independence
Volume
Stamina
Retell
Reread
Fluency
Visualize
Predict

Assessment

Teacher College Benchmark
Fry Words- Mastery of first 30 words

Topic: Bend I- Habits for Reading Long and Strong

Duration: 10 Day(s)

Description

This unit will prepare readers to get their minds ready to read by previewing the text before diving into the work of reading words. Students will take "sneak peeks," retell at the end of their book, learn traits of partner reading, and identify new details in a familiar book.

Academic Vocabulary (What terms will students need to know?)

Sneak Peek
Predictions
Habits
Stamina
Goals
Fluency
Visualize

Definition of Mastery

Students can read and reread the whole time during independent reading time.
Students can set reading goals and build stamina.
Students can make a picture in their mind before reading, predict, and revise their image as they read the story.
Students can use illustrations to retell key details during and after reading.
Students can talk with their partner about their books to help comprehension.

Learning Targets

- I can seek clarification and locate facts and details in their stories and other text.
- I can be able to begin to retell a story to touch on important details and the message or lesson.
- I can set goals to build stamina.
- I can be able to predict what will happen next by taking a "sneak peek" through a book walk, paying close attention to the front and back covers, and ask what happen next.
- I can be able to retell a story by telling the beginning, middle, and end.
- I can be able to actively read a text on their independent level for a sustained period of time.
- I can be able to reread an independent level text with fluency and comprehension.
- I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.
- I can decode words in context by using letter sounds knowledge.
- I can demonstrate decoding skills when reading.
- I can produce and identify sounds and syllables in spoken words.
- I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.
- I can segment spoken words of 3-5 phonemes into individual phonemes.

Topic: Bend II- Habits for Tackling Even the Hardest Words

Duration: 10 Day(s)

Description

Readers will learn how to visualize, predict, and monitor for understanding.

Academic Vocabulary (What terms will students need to know?)

Sneak Peek
Visualize
Predictions

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Habits
Fluency
Plan
Reread

Definition of Mastery

Students can take a sneak peek using pictures to figure out words.
Students can drop bad habits and pick up a new one to continue reading.
Students can look at all the parts in a word to figure out unknown words.
Students can use meaning from the picture to figure out a tricky word.
Students can do a double check to make sure the words makes sense and looks right.
Students can try more than one strategy to solve a tricky word.
Students can try a vowel two ways when solving an unknown word.

Learning Targets

- I can produce and identify sounds and syllables in spoken words.
- I can decode words in context by using letter sounds knowledge.
- I can demonstrate decoding skills when reading.
- I can use context to recognize and self-correct word recognition and seek understanding.
- I can use text features to locate specific information in a given text.
- I can compare and contrast adventures and experiences of characters in stories.
- I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.
- I can use syllabication patterns to decode words.
- I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.
- I can segment spoken words of 3-5 phonemes into individual phonemes.
- I can build on others' talk in conversations by responding to comments of others.
- I can use read alouds and other media to retell and confirm comprehension by asking appropriate questions.
- I can take turns speaking, according to classroom expectations.
- I can use common affixes to figure out the meaning of a word.
- I can identify common root words and their inflectional endings.
- I can identify words that name actions and words that name persons, places, or things.
- I can recognize that compound words are made up of shorter words.
- I can determine what words mean from how they are used in context of a sentence either heard or read.
- I can spell words using regular spelling patterns.
- I can spell words phonetically using phonemic awareness and spelling knowledge.

Topic: Bend III - Partners Have Good Habits, Too!

Duration: 7 Day(s)

Description

Partners will work in partnerships to have productive, meaningful conversations across books.

Academic Vocabulary (What terms will students need to know?)

Habit
Introduce
Goals
Stamina
Introductions

Definition of Mastery

Students can introduce their books to each other at the beginning to give a book introduction.
Students can help others by reminding them to use strategies to solve tricky words.
Students can reread or retell when they finish a book.
Students can set goals to achieve good habits.

Learning Targets

- I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.

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I can build on others' talk in conversations by responding to comments of others.

I can decode words in context by using letter sounds knowledge.

I can produce and identify sounds and syllables in spoken words.

I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.

I can seek clarification and locate facts and details in their stories and other text.

I can segment spoken words of 3-5 phonemes into individual phonemes.

- Students will be able to read with a partner while following the appropriate rules of partner reading.
- Students will be able to demonstrate a variety of partner reading strategies including echo reading, choral reading, and role playing.
- Students will be able to retell a story by either telling the beginning, middle, and end. problem and solution;
- Students will be able to ask the right sorts of questions while having a meaningful conversation during partner reading.

Topic: Read Aloud

Duration: Ongoing

Description

Read aloud text that immerse students in literature that provides higher-level thinking and promotes thoughtful conversations.

Academic Vocabulary (What terms will students need to know?)

sneak peak
illustrated
characters
prediction
retelling
meaning
facial expressions
key details
vocabulary
figurative language
craft
meaning
story's message

Definition of Mastery

Prompt students to think more about the characters and to act out scenes to understand how the character might be feeling.

Learning Targets

I can seek clarification and locate facts and details in their stories and other text.

I can retell main ideas in sequence including key details.

- Students will be able to read with a partner while following the appropriate rules of partner reading.
- Students will be able to demonstrate a variety of partner reading strategies including echo reading, choral reading, and role playing.
- Students will be able to retell a story by either telling the beginning, middle, and end. problem and solution;
- Students will be able to ask the right sorts of questions while having a meaningful conversation during partner reading.

I can be able to retell a story by telling the beginning, middle, and end.

I can be able to begin to retell a story to touch on important details and the message or lesson.

I can describe the main idea of a story.

I can explain the actions of the main character and the reasons for those actions.

I can identify sensory details.

I can follow classroom listening rules.

I can participate in classroom discussions by listening and responding about another's book.

I can follow two-step instructions.

I can demonstrate active listening.

I can take turns speaking while presenting individually or with a group.

I can build on others' conversations by responding to comments of others when presenting individually or with a group.

I can demonstrate comprehensions of read-alouds by retelling and asking appropriate questions.

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Topic: Shared Reading

Duration: Ongoing

Learning Targets

- I can identify common root words and their inflectional endings.
- I can determine what words mean from how they are used in the context of a sentence.
- I can identify the meaning among verbs and adjectives.
- I can identify words that name a person, place or thing.
- I can identify words that name actions.
- I can locate words in a dictionary.
- I can sort words into conceptual categories.
- I can use common affixes to figure out the meaning of a word.
- I can use complete sentences and adjust volume, as need when presenting individually or with a group.
- I can use words and phrases acquired through conversations, reading and being read to and responding to texts.
- I can monitor comprehension and making corrections and adjustments when that understanding breaks down.
- I can describe sensory details.
- I can use rhythm, rhyme and alteration through identifying a regular beat and similarities in word sounds.
- I can identify sensory details.
- I can identify capital letters, that the first word of every sentence begins with a capital letter, that a sentence has ending punctuation, and the three types of ending punctuation.
- I can produce and identify sounds and syllables in spoken words.
- I can distinguish between long and short vowels sounds.
- I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.
- I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.
- I can segment spoken words of 3-5 phonemes into individual phonemes.
- I can decode regularly spelled one-syllable words.
- I can identify letters for the spelling of short and long vowels.
- I can produce consonant blends.
- I can orally identify consonant digraphs.
- I can separate a word into syllables to decode it.
- I can identify the vowel sound in the syllable to decode words.
- I can recognize and read sight words.
- I can read root words with inflectional endings.
- I can read high frequency words.
- I can demonstrate decoding skills when reading.
- I can apply reading strategies to be used with text for accuracy.
- I can be able to reread an independent level text with fluency and comprehension.
- I can confirm or self correct word recognition and understanding by using context.
- I can identify my purpose for reading a text.
- I can print legibly.
- I can use correct spacing between words and sentences.
- I can use nouns and action verbs that designate past, present and future in a sentence.

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I can use adjectives and adverbs in sentences.

I can use the conjunctions and, but, and so in sentences.

I can use the articles a, an, and the in sentences.

I can use common prepositions.

I can use common pronouns.

I can produce complete simple and compound sentences.

Unit: Unit If/Then: Word Detectives- Strategies for using high-frequency words and for decoding

Duration: Ongoing

Unit Description

This unit aims to tap into the power of play. Students are moving into reading text with increased complexity and new words to solve at the turn of each page. Students will learn strategies to tackle "tricky words" in their books, focus on high frequency words, and apply phonics to solve words in a text.

This unit is used as a supplement when needed.

Academic Vocabulary

Snap Words
Word Detectives
Investigate
Vowels
Mystery Words
Blends
Diagraphs
Compound Words

Topic: Bend I - Word Detectives in Training

Duration: Ongoing

Description

Students will take on the role of word detectives-in-training, learning that, like a detective, readers are always on alert for problems and trouble, and do something to solve them. Students will monitor their reading by locating difficult words, using what they know to try solving those words, and then checking their attempts before either trying again or moving on.

Academic Vocabulary (What terms will students need to know?)

word-detectives
tough words
investigate
monitor
checklist

Definition of Mastery

Read list of high frequency words in a snap with accuracy at grade level expectations.
Read on-level benchmark fluently.

Learning Targets

I can decode words by using letter sounds I know.

I can recognize long and short vowel sounds and single syllable phonemes. I can isolate sounds in single syllable words. I can distinguish between long and short vowels in single syllable words.

I can retell what I read to show understanding and identify my purpose for reading a text.

I can read with accuracy, appropriate rate, and expression.

I can apply reading strategies to be used with text for accuracy.

I can identify that sentences are made up of words.

I can identify capital letters, that the first word of every sentence begins with a capital letter, that a sentence has ending punctuation, and the three types of ending punctuation.

Topic: Bend II - Word Detectives Tap into the Power of Snap Words

Duration: Ongoing

Description

The focus of this topic is high-frequency words. Students will be taught how to increase their bank of high-frequency words-and also to use the words they know to help solve unknown words.

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Academic Vocabulary (What terms will students need to know?)

Snap words
high-frequency words
mystery words

Definition of Mastery

Students can read familiar words they know in a snap to sound more fluent.
Students can use snap words as clues to help decode unknown words.
Students can decode unknown words by using similar snap words to help them.
Students can turn unknown words into snap words.
Students can scoop up words to read more fluent.

Learning Targets

I can segment spoken single syllable words into their complete sequence of individual sounds.

I can identify long and short vowels and single syllable word phonemes.

I can isolate medial sounds in single syllable words.

I can distinguish between long and short vowels in single syllable words.

I can separate the phonemes in single syllable words.

I can isolate initial, medial, and final sounds in single syllable words.

I can segment spoken single syllable words into their complete sequence of individual sounds.

I can decode regularly spelled one syllable words.

I can orally identify consonant digraphs.

I can separate a word into syllables to decode it.

I can identify the vowel sound in the syllable to decode words.

I can recognize and read sight words.

I can apply reading strategies to be used with text for accuracy.

I can confirm or self correct word recognition and understanding by using context.

Topic: Bend III - Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read.

Duration: Ongoing

Description

Students will be taught to use visual information effectively. Students will learn that word detectives look closely at words. Show students how to apply their phonics knowledge to solve words in continuous text, attending to blends and digraphs, common inflectional endings, syllable breaks, vowel combinations, common spelling patterns, contractions, and compound words.

Academic Vocabulary (What terms will students need to know?)

confidential
mission
sneak peak
running start
tricky words
contractions
compound words

Definition of Mastery

Students can monitor their reading by developing word solving skills to help them increase high frequency words.
Students can use letter-sound correspondence to tackle tricky words.
Students can use fluency skills to become confident readers.

Learning Targets

I can separate the phonemes in single syllable words.

I can recognize consonant blends.

I can isolate initial, medial, and final sounds in single syllable words.

I can produce single syllable words by blending sounds.

I can pronounce initial, medial, and final sounds in single syllable words.

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I can recognize long vowel sounds, short vowel sounds, and single syllable word phonemes.

I can isolate medial sounds in single syllable words.

I can distinguish between long and short vowels in single syllable words.

I can separate the phonemes in single syllable words.

I can isolate initial, medial, and final sounds in single syllable words.

I can segment spoken single syllable words into their complete sequence of individual sounds.

I can decode regularly spelled one-syllable words.

I can orally identify consonant digraphs.

I can separate a word into syllables to decode it.

I can identify the vowel sound in the syllable.

I can recognize and read sight words.

I can retell what I have read to show understanding.

I can identify my purpose for reading a text.

Unit: Unit 2: Learning About the World-Reading Nonfiction

Duration: 7 Week(s)

Unit Description

Help readers apply all they know about reading to nonfiction text. Readers will learn to approach nonfiction text as well as study text features to understand specific words and learn more about a certain topic. Readers will be able to teach the class what they learned about their topic.

Enduring Understandings/Essential Learner Outcomes

I can use everything I know about reading to read books that teach me information about things.

I can predict what my book will be about by looking over its features.

I can use text features to study my informational books more closely to learn as much information as I can.

I can get better at figuring out new important words that relate to my informational topic.

I can teach my partner the big ideas (main topic) of my book.

Academic Vocabulary

text features (table of contents, index, headings, glossary, etc.)

main topic

key details

illustrations

questions

informational text

retell

connections

Assessment

Teachers College Benchmark to determine independent reading levels

Anecdotal notes to assess students

Running Records

Owl Book Nonfiction Assessment- Created by First Grade Team (See attachment)

Topic: Bend I - Getting Smart on Nonfiction Topics

Duration: 12 Day(s)

Description

Readers discover nonfiction text and gain information about our world. They will discover detail in the text, tackle tricky words, and compare and contrast books. You will encourage them to integrate knowledge from multiple sources-from print, syntax, and meaning to discover the world around them.

Academic Vocabulary (What terms will students need to know?)

informational text

retell

connections

table of contents

index

main topic

key details

illustrations

questions

sneak peeks

Definition of Mastery

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- Students can take a sneak peek to gain information about a new topic.
- Students can use pictures on a page to gain information and new details about a topic.
- Students can talk about a topic by using their nonfiction book.
- Students can retell information they read from their book to a partner.
- Students can read with expression by making their voices sound lively and smooth.

Learning Targets

- I can ask questions about my topic to better understand.
- I can identify the main ideas about my book and list reasons (details) why.
- I can describe how information is connected in my book.
- I can use text features (bold words, glossary, headings, table of contents, labels) to tell what the book is mostly about.
- I can use text features (labels, glossaries, table of contents, headings, and bold words) to explain facts.
- I can read independently by finding a book on my reading level.
- I can identify the difference between fiction and nonfiction books.
- I can participate in classroom discussions by listening and responding about another's book.
- I can use text features to find specific information in my book.
- I can self-correct to read fluently and to better understand.

Topic: Bend II - Tackling Super Hard Words in order to Keep Learning.

Duration: 10 Day(s)

Description

Build on the strategies students learned in the first unit for solving hard words. Readers will learn how to take on new words in content areas.

Academic Vocabulary (What terms will students need to know?)

- Persistent
- Crashing Words
- Tricky Words
- Key Words
- Just Right Sound

Definition of Mastery

- Students can use strategies to decode unknown words and keep their stamina going.
- Students can use all the parts of a word to decode unknown words.
- Students can reread an unknown words to check for meaning.
- Students can use key words to talk about their book.
- Students can reread each page to find a "just right sound."

Learning Targets

- I can use text features to find information in a text.
- I can produce and identify sounds and syllables in spoken words.
- I can distinguishing between long and short vowel sounds.
- I can recognize the change in a spoken word when a specific phonme is added, changed, or removed.
- I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.
- I can segment spoken words of 3-5 phonemes into individual phonemes.
- I can compare and contrast adventures and experiences of characters in stories.
- I can produce and identify sounds and syllables in spoken words.
- I can distinguish between long and short vowel sounds.
- I can decode words in context by using letter sound knowledge for single letters.
- I can identify letters for the spelling of short and long vowels.
- I can produce consonant blends.
- I can produce consonant digraphs.
- I can combine sounds from letters and common spelling patterns to create and decode recognizable words.
- I can use syllabication patterns to decode words.

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- I can read irregularly spelled words.
-
- I can read root words with inflectional endings.
-
- I can read contractions and compound words.
-
- I can read high frequency words.
-
- I can demonstrate decoding skills when reading.
-
- I can read appropriate texts with fluency (rate, accuracy, expression, appropriate, phrasing) with purpose and for comprehension.
-
- I can use context to confirm or self-correct word recognition and understanding.
-
- I can retell the main ideas in sequence including key details.
-
- I can identify main ideas and provide supporting details.
-
- I can identify text ideas including similarities and differences in fiction and nonfiction books.
-
- I can identify similarities and differences between text on the same topic.
-
- I can ask and answer questions to clarify meaning in text.
-
- I can describe the connection between two individuals, events, ideas or pieces of information in text.
-
- I can use text features to restate the main idea.
-
- I can use text features to locate specific information in text.
-
- I can follow written multi-step directions with picture cues to assist with understanding.
-
- I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by explaining a topic and show understanding.
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- I can speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by using a prop, picture, or other visual aid.
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- I can use speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using complete sentences and adjusting volume.
-
- I can use common affixes to figure out the meaning of a word.
-
- I can identify common root words and their inflectional endings.
-
- I can determine what words mean from how they are used in context of a sentence either heard or read.
-
- I can use words and phrases acquired through conversations, reading and being read to and responding to texts.
-

Topic: Bend III - Reading Aloud Like Experts

Duration: 10 Day(s)

Description

Readers plan their own nonfiction read-alouds for an audience of kindergartners. They will find interesting parts of their books to share. They will also read with feeling and drama to bring their book to life.

Academic Vocabulary (What terms will students need to know?)

Interesting
Feeling
Read-aloud
Craft Moves
Key Words
Drama
Audience

Definition of Mastery

Students can share interesting information about their nonfiction book with others.
Students can show feeling while reading by making their voice match the information on the page.
Students can discuss the meaning of key words they have collected in their book.
Students can use their voice and body to bring their book to life.
Students can read their nonfiction book to an audience and ask questions for understanding.

Learning Targets

I can monitor comprehension and making corrections and adjustments when that understanding breaks down.

I can read appropriate texts with fluency rate with purpose and for comprehension.

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- I can read appropriate texts with fluency accuracy with purpose and for comprehension.
- I can read appropriate texts with fluency expression with purpose and for comprehension.
- I can read appropriate texts with fluency appropriate phrasing with purpose and for comprehension.
- I can use context to confirm or self-correct word recognition and understanding.
- I can retell main ideas in sequence including key details.
- I can identify main ideas and provide supporting details.
- I can use text features to locate specific information in text.
- I can follow written multi-step directions with picture cues to assist with understanding.
- I can ask and answer questions to clarify the meaning.
- I can describe the connection between two individuals, events, ideas or pieces of information in a text.
- I can engage with and read text that is developmentally appropriate.
- I can produce evidence of reading.
- I can use text features to restate the main idea.
- I can explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words.
- I can comprehend read-aloud and other media by retelling and asking questions.
- I can explain a topic and show understanding using a prop, picture, or other visual aid, by presenting it individually or with a group.
- I can use complete sentences and adjust volume, as need when presenting individually or with a group.
- I can use common affixes to figure out the meaning of a word.
- I can identify root words and their inflectional endings.
- I can determine what words mean from how they are used in a sentence.
- I can understand vocabulary by using words and phrases through conversations, reading and being read to and responding to texts .

Topic: Read Aloud

Duration: Ongoing

Description

Selected books that have complex stories that are engaging and will be fun to talk and think about. Coach students on how keywords relate to the subject, introduce new words, as well as texts that provoke good book talk.

Academic Vocabulary (What terms will students need to know?)

- information books
- nonfiction books
- engaging topic
- preview
- sneak peak
- content
- meaning
- rereading
- compare
- contrast

Definition of Mastery

Invite students to share important learning from the book in small group.

Topic: Shared Reading

Duration: Ongoing

Description

Weave in the foundational skills needed in this unit. The book teaches students about a topic, uses close-up photographs to study as well as interesting information and vocabulary to learn and think more about.

Academic Vocabulary (What terms will students need to know?)

- text features
- reread
- fluent
- cross-checking

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

meaning
syntax
visual
comprehension

Definition of Mastery

Students discuss with a partner and make a poster including the most important things people should know about owls, and why?

Unit: Unit 3:Readers Have Big Jobs To Do Fluency, Phonics, and
Comprehension

Duration: 6 Week(s)

Unit Description

In this Unit Children learn that they are ready to take on big and important jobs as a reader to develop independence and take charge of their own reading. This unit sets children up to be able to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem solving.

Enduring Understandings/Essential Learner Outcomes

- How do readers obtain meaning from text?
- How do partners help each other with their reading?
- How do readers envision what they read?
- How do readers solve words they don't know?
- How do readers use clues from letter-sound, pictures, and text to help them tackle challenging words?

Assessment

Teacher's College Running Records
Running Records
Teacher-Student Conferences including small group and one-to-one conferring are used to reinforce expectations,provide advice and assistance, and support growth.

Topic: Bend I- Readers Have Important Jobs To Do

Duration: 10 Day(s)

Description

This unit will strengthen the readers' ability to monitor their reading and take action and encounter problems. They will also develop efficient strategies for word solving and develop comprehension for longer text. In the end, students will put it all together and read with fluency.

Learning Targets

- I can compare and contrast adventures and experiences of characters in stories.
- I can produce and identify sounds and syllables in spoken words.
- I can distinguish between long and short vowel sounds.
- I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.
- I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.
- I can segment spoken words of 3-5 phonemes into individual phonemes.
- I can seek clarification and locate facts and details in their stories and other text.
- I can be able to retell a story by telling the beginning, middle, and end.
- I can monitor comprehension and making corrections and adjustments when that understanding breaks down.
- I can use common affixes to figure out the meaning of a word.
- I can identify common root words and their inflectional endings.
- I can identify words that name actions and words that name persons, places, or things.
- I can determine what words mean from how they are used in a sentence.
- I can use text features to locate specific information in text.
- I can decode words in context by using letter sound knowledge for single letters.
- I can identify letters for the spelling of short and long vowels.
- I can produce consonant blends.
- I can produce consonant digraphs.
- I can combine sounds from letters and common spelling patterns to create and decode recognizable words.
- I can use syllabication patterns to decode words.
- I can read irregularly spelled words.

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

I can read root words with inflectional endings.

I can read high frequency words.

I can demonstrate decoding skills when reading.

I can follow classroom listening rules.

I can build on others peers conversations by responding to the comments of others.

I can demonstrate active listening.

I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group.

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

Topic: Bend II- Readers Add New Tools to Read Hard Words

Duration: 8 Day(s)

Description

Students continue to build on the strategies. Readers will encounter more multisyllabic words, a higher number of words with complex spelling patterns, and a wider range of vocabulary.

Academic Vocabulary (What terms will students need to know?)

strategies
word solving
monitor
cross-check
self-correct
reread
evidendence
audience meaning
analogy

Definition of Mastery

Students use the reading behavior checklist found on teacher college assessment.

Learning Targets

I can seek clarification and locate facts and details in their stories and other text.

I can retell the main ideas in sequence including key details.

I can monitor comprehension and making corrections and adjustments when that understanding breaks down.

I can compare and contrast adventures and experiences of characters in stories.

I can produce and identify sounds and syllables in spoken words.

I can distinguish between long and short vowels sounds.

I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.

I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.

I can segment spoken words of 3-5 phonemes into individual phonemes.

I can decode words in context by using letter sound knowledge for single letters.

I can identify letters for the spelling of short and long vowels.

I can produce consonant blends.

I can produce consonant diagraphs.

I can combine sounds from letters and common spelling patterns to create and decode recognizable words.

I can use syllabication patterns to decode words.

I can read irregularly spelled words.

I can read root words with inflectional endings.

I can read high frequency words.

I can demonstrate decoding skills when reading.

I can take turns speaking, according to classroom expectations.

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

I can build on others' talk in conversations by responding to comments of others.

I can demonstrate the comprehension of read-alouds by retelling and asking appropriate questions.

I can use complete sentences and adjust volume, as need when presenting individually or with a group.

I can use common affixes to figure out the meaning of a word.

I can identify common root words and their inflectional endings.

I can determine what words mean from how they are used in context of a sentence either heard or read.

I can edit for language conventions.

I can recognize sensory details in literary texts.

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

I can speak clearly, audibly, and on topic, using conventions of language when presenting individually or with a group.

Topic: Bend III: Readers Use Tools to Understand Their Books

Duration: 6 Day(s)

Description

Students will monitor for meaning using text with less supportive illustrations, more complex dialogue, and new vocabulary.

Academic Vocabulary (What terms will students need to know?)

reading for meaning
fluency
self-correct

Definition of Mastery

Running record (100-150 words) assessing if students use meaning, structure, and visual information equally.

Learning Targets

I can seek clarification and locate facts and details in their stories and other text.

I can retell the main ideas in sequence including key details.

I can be able to retell a story by telling the beginning, middle, and end.

I can compare and contrast adventures and experiences of characters in stories.

I can describe sensory details.

I can apply reading strategies to be used with text for accuracy.

I can follow classroom listening rules.

I can build on others peers conversations by responding to the comments of others.

I can demonstrate active listening.

I can take turns speaking, according to classroom expectations.

I can build on others' conversations by responding to comments of others when presenting individually or with a group.

I can demonstrate the comprehension of read-alouds by retelling and asking appropriate questions.

I can use complete sentences and adjust volume, as need when presenting individually or with a group.

I can use speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using complete sentences and adjusting volume.

I can use common affixes to figure out the meaning of a word.

I can identify common root words and their inflectional endings.

I can identify words that name actions and words that name persons, places, or things.

I can determine what words mean from how they are used in a sentence.

I can sort words into conceptual categories.

I can identify the meaning among verbs and adjectives.

I can use words and phrases acquired through conversations, reading and being read to and responding text.

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit

Required Course

Topic: Bend IV- Readers Use Everything They Know to Get the Job Done

Duration: 3 Day(s)

Description

Provide readers with an authentic purpose for problem solving on the run, maintaining meaning and reading fluently.

Academic Vocabulary (What terms will students need to know?)

strategies
triple-check
audiobook

Definition of Mastery

Use teacher college at the end of the year to see if students are reading on grade level.

Learning Targets

I can produce and identify sounds and syllables in spoken words.

I can distinguish between long and short vowel sounds.

I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.

I can segment spoken words of 3-5 phonemes into individual phonemes.

I can decode regularly spelled one syllable words.

I can identify letters for the spelling of short and long vowels.

I can produce consonant blends.

I can produce consonant digraphs.

I can combine sounds from letters and common spelling patterns to create and decode recognizable words.

I can use syllabication patterns to decode words.

I can read irregularly spelled words.

I can read root words with inflectional endings.

I can read high frequency words.

I can demonstrate decoding skills when reading.

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

I can use common affixes to figure out the meaning of a word.

I can identify common root words and their inflectional endings.

I can identify words that name actions and words that name persons, places, or things.

I can determine what words mean from how they are used in context of a sentence either heard or read.

I can follow classroom listening rules.

I can participate in classroom discussions by listening and responding about another's book.

I can demonstrate active listening.

I can take turns speaking, according to classroom expectations.

I can build on others' talk in conversations by responding to comments of others.

I can demonstrate the comprehension of read-alouds by retelling and asking appropriate questions.

I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group.

I can use complete sentences and adjust volume, as need when presenting individually or with a group.

Topic: Read Aloud

Duration: Ongoing

Description

Engage students with early chapter books that support their ability to hold onto a story. Minilessons will focus on strengthening students' automaticity with print strategies so they can decode complex words.

Academic Vocabulary (What terms will students need to know?)

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

sneak peak
characters
chapters
meaning
blurb
speaker
illustrations
precise
phrase

Definition of Mastery

Teacher observation of reading partners conversations about their books and observations and observations of students debating questions on their books with similar themes.

Learning Targets

I can ask and answer questions to clarify meaning.

I can identify main ideas and provide supporting details.

I can describe the connection between two individuals, events, ideas or pieces of information in a text.

I can use text features to restate the main idea.

I can explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words.

I can use text features to locate specific information in text.

I can follow written multi-step directions with picture cues to assist with understanding.

I can follow classroom listening rules.

I can build on others peers conversations by responding to the comments of others.

I can follow two-step instructions.

I can demonstrate active listening.

I can take turns speaking while presenting individually or with a group.

I can build on others' conversations by responding to comments of others when presenting individually or with a group.

I can demonstrate comprehensions of read-alouds by retelling and asking appropriate questions.

Topic: Shared Reading

Duration: Ongoing

Description

Gives students an opportunity to work on word solving, comprehension, and fluency in a more complex text with support and guidance.

Academic Vocabulary (What terms will students need to know?)

goal
sneak peak
comprehension
retelling
blurb
fluency
meaning
punctuation
pacing

Definition of Mastery

Teacher observes students mastery of skills taught in shared reading while conferring with students.

Learning Targets

I can determine the connection between text to text using similarities and differences in fiction and nonfiction books.

I can produce and identify sounds and syllables in spoken words.

I can distinguish between long and short vowels sounds.

I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.

I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.

I can segment spoken words of 3-5 phonemes into individual phonemes.

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

I can produce consonant blends.

I can decode words in context by using letters and sound knowledge for single letters.

I can identify letters for the spelling of short and long vowels.

I can produce consonant diagraphs.

I can combine sounds from letters and common spelling patterns to create and decode recognizable words.

I can use syllables patterns to decode words.

I can read irregularly spelled words.

I can read root words with inflectional endings.

I can read high frequency words.

I can demonstrate decoding skills while reading text.

I can read contractions and compound words.

I can read appropriate texts with fluency rate with purpose and for comprehension.

I can read texts with fluency accuracy with purpose and for comprehension.

I can read appropriate texts with fluency expression with purpose and for comprehension.

I can read appropriate texts with fluency phrasing with purpose and for comprehension.

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

I can demonstrate the comprehension of read-alouds by retelling and asking appropriate questions.

I can use common affixes to figure out the meaning of a words.

I can identify common root words and their inflectional endings.

I can determine what words mean from how they are used in the context of a sentence.

I can identify words that name actions.

I can identify words that name a person, place or thing.

I can sort words into conceptual categories.

I can identify the meaning among verbs and adjectives.

I can locate words in a dictionary.

I can use words and phrases acquired through conversations, reading and being read to and responding text.

Unit: Unit 4 Meeting Characters and Learning Lessons

Duration: 6 Week(s)

Unit Description

Teach readers strategies to understand and figure out words so that are able to read more challenging books. The goal is for students to become active problem solvers when reading.

Enduring Understandings/Essential Learner Outcomes

I Can use strategies to understand and figure out tricky words as I read.

I Can monitor my reading to help me understand what I read.

I Can work with my partner so we can help each other read better.

I Can retell the story using first, next, then, after that, and finally.

Academic Vocabulary

title

cover

pictures/illustrations

first, next, then, last/finally

reread

retell

connections

Assessment

Teachers College

Topic: Bend I-Going on Reading Adventures

Duration: 8 Day(s)

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

Description

Students preview stories to get ready for reading adventures, use the storyline to predict, retell to retain the story, and revisit books to notice more and pages that go together.

Academic Vocabulary (What terms will students need to know?)

predict
retell
sneak peak
comprehension
adventures
setting
storyline
retain
details
revisit
connect

Definition of Mastery

Teacher observation of retelling with partners and checking to see if using post-its to mark important parts of the story.

Learning Targets

I can seek clarification and locate facts and details in their stories and other text.

I can retell main ideas in sequence including key details.

I can describe the main idea of a story.

- Students will be able to read with a partner while following the appropriate rules of partner reading.
- Students will be able to demonstrate a variety of partner reading strategies including echo reading, choral reading, and role playing.
- Students will be able to retell a story by either telling the beginning, middle, and end. problem and solution;
- Students will be able to ask the right sorts of questions while having a meaningful conversation during partner reading.

I can be able to begin to retell a story to touch on important details and the message or lesson.

I can compare and contrast adventures and experiences of characters in stories.

I can identify characters and dialogue in plays or performances by actors.

I can follow classroom listening rules.

I can build on others peers conversations by responding to the comments of others.

I can participate in classroom discussions by listening and responding about another's book.

I can follow two-step instructions.

I can demonstrate active listening.

I can take turns speaking while presenting individually or with a group.

I can build on others' conversations by responding to comments of others when presenting individually or with a group.

I can explain a topic and show understanding using a prop, picture, or other visual aid, by presenting it individually or with a group.

Topic: Bend II- Studying Characters in Books

Duration: 10 Day(s)

Description

Students learn that characters are the most important ingredient in a story, and that when readers go on a reading adventures, they pay attention to details to learn all they can about the characters they meet along the way.

Academic Vocabulary (What terms will students need to know?)

main character
ingredient
details
dialogue
talk tool
inferences
retelling
directors

Definition of Mastery

Analyze running records. Instruct students to introduce their books before they begin by reading the title and describing the character or characters.

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

Learning Targets

I can seek clarification and locate facts and details in their stories and other text.

I can retell main ideas in sequence including key details.

- Students will be able to read with a partner while following the appropriate rules of partner reading.
- Students will be able to demonstrate a variety of partner reading strategies including echo reading, choral reading, and role playing.
- Students will be able to retell a story by either telling the beginning, middle, and end, problem and solution;
- Students will be able to ask the right sorts of questions while having a meaningful conversation during partner reading.

I can be able to begin to retell a story to touch on important details and the message or lesson.

I can describe the main idea of a story.

I can describe sensory details.

I can recognize sensory details in literary texts.

I can identify sensory details.

I can explain the actions of the main character and the reasons for those actions.

I can use rhythm, rhyme and alteration through identifying a regular beat and similarities in word sounds.

I can determine the connection between text to text using similarities and differences in fiction and nonfiction books.

I can compare and contrast adventures and experiences of characters in stories.

I can identify characters and dialogue in plays or performances by actors.

I can identify who is telling the story.

I can decode regularly spelled one-syllable words.

I can identify letters for the spelling of short and long vowels.

I can produce consonant blends.

I can orally identify consonant digraphs.

I can separate a word into syllables to decode it.

I can use syllables patterns to decode words.

I can recognize and read sight words.

I can read root words with inflectional endings.

I can read high frequency words.

I can demonstrate decoding skills when reading.

I can apply reading strategies to be used with text for accuracy.

I can be able to reread an independent level text with fluency and comprehension.

I can identify my purpose for reading a text.

I can demonstrate the comprehension of read-alouds by retelling and asking appropriate questions.

I can explain a topic and show understanding using a prop, picture, or other visual aid, by presenting it individually or with a group.

I can use common affixes to figure out the meaning of a word.

I can identify common root words and their inflectional endings.

I can determine what words mean from how they are used in a sentence.

I can understand vocabulary by using words and phrases through conversations, reading and being read to and responding to texts .

Topic: Bend III-Learning Important Lessons

Duration: 6 Day(s)

Description

Students demonstrate comparing and contrasting books and finding similar lessons in books. Students will find that books have life lessons.

Academic Vocabulary (What terms will students need to know?)

solution

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

lessons
predict
comparisons
compare
contrast
categories
goals

Definition of Mastery

In small groups students will use a Venn-Diagram to compare and contrast stories read at read aloud.

Learning Targets

I can seek clarification and locate facts and details in their stories and other text.

I can retell main ideas in sequence including key details.

- Students will be able to to read with a partner while following the appropriate rules of partner reading.
- Students will be able to demonstrate a variety of partner reading strategies including echo reading, choral reading, and role playing.
- Students will be able to retell a story by either telling the beginning, middle, and end. problem and solution;
- Students will be able to ask the right sorts of questions while having a meaningful conversation during partner reading.

I can identify text ideas including similarities and differences in fiction and nonfiction books.

I can be able to begin to retell a story to touch on important details and the message or lesson.

I can describe the main idea of a story.

I can explain the actions of the main character and the reasons for those actions.

Topic: Bend IV-Growing Opinions About Books

Duration: 6 Day(s)

Learning Targets

I can retell main ideas in sequence including key details.

I can describe the main idea of a story.

I can compare and contrast adventures and experiences of characters in stories.

I can follow classroom listening rules.

I can participate in classroom discussions by listening and responding about another's book.

I can demonstrate active listening.

I can take turns speaking while presenting individually or with a group.

I can build on others' conversations by responding to comments of others when presenting individually or with a group.

I can demonstrate comprehensions of read-alouds by retelling and asking appropriate questions.

I can explain a topic and show understanding using a prop, picture, or other visual aid, by presenting it individually or with a group.

I can speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by using a prop, picture, or other visual aid.

I can use complete sentences and adjust volume, as need when presenting individually or with a group.

Topic: Read Aloud

Duration: Ongoing

Description

Your read-aloud will reinforce and build on the work students are doing inside of reading workshop across this unit. Choose text at the end-of year benchmark to stretch readers toward higher-level thinking and thoughtful conversations you want them to engage in independently, as well as features engaging characters and a clear problem-and-solution plotline.

Academic Vocabulary (What terms will students need to know?)

sneak peak
blurb
prediction
characters
retell
italicized words
message

Definition of Mastery

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit

Required Course

Teacher prompts students to suggest what might come next, and ask them to fill in the upcoming events and reactions to events with a buddy.

Topic: Shared Reading

Duration: Ongoing

Description

Balance the comprehension work children are doing inside of reading workshop with important word-solving strategies, including searching and crosschecking multiple sources of information, as well as understanding new vocabulary, reading with greater fluency, and building meaning.

Academic Vocabulary (What terms will students need to know?)

predict
characters
synonyms
comprehension
accuracy
contractions
compound words
punctuation marks
meaning
phrasing
italicized words

Definition of Mastery

Each day engage students in an activity to extend the text. For example, students will jot down what they think about the characters and discuss how their feelings changed from the beginning to the end of the story.

Activities (Lesson Plans)

Unit 1: Building Good Reading Habits

Bend I- Habits for Reading Long and Strong

Readers Take a Sneak Peek to Get Ready to Read

Readers get their minds ready to read by previewing the text before diving into the work of reading the words.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Readers Do Something at the End of the Book

Readers don't just push aside a book the moment they finish reading it, they do SOMETHING, reread, think back, or talk about it with others.

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

Readers Get Stronger By Reading More and More

Readers continually strive to get stronger at reading and that reading more and more books can help strengthen their reading muscles. Page 16

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

Readers Set Goals to Read All Day Long

Students will make a "daily attainable goal" by making a check mark for each book they read. Page 22

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

Readers Reread To Make Their Reading Voices Smooth

Readers reread without being told to make their voices "smoother" working out the "bumps" along the way. Page 25

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

Readers Track With Their Eyes & Scoop Up More Word

Readers read with their eyes instead of their fingers, out of habit. Readers also practice scooping up more words with their eyes, reading in phrases, instead of word by word. Page 28

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

When Readers Reread, They See More!

Readers will reread and look for new details to "pop out" that help you understand your books in even "bigger ways." Page 34

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

Bend II- Habits for Tackling Even the Hardest Words

Readers Sneak a peek at the Pictures to figure Out

Readers preview each new page to get their minds thinking before they dive into the work of reading the words. This way, if they get stuck, they can think back to all the clues they saw on the page to figure out what word might make sense.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

Drop Bad Habits! Pick Up Good Habits!

Readers will to acknowledge their bad reading habits so they can drop them and to remember to use the good habits they've learned for solving tricky words.

Author: Kara Gray Shared: Yes, Pending Type: Educator Submitted

Readers Use Meaning to Figure Out Words

Remind readers to use meaning as a source of information, using picture clues to consider words that would make sense.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Look at All Parts of a Word

Readers will learn that it's not enough to check the beginning of a word. Readers need to look at all the parts of a word to figure it out.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Double- Check Their Reading

Students will learn that readers double-check to be sure that what they're reading makes sense and looks right.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Don't Give Up-They Try, Try Again

Students will learn not to give up, reminding them that when one strategy doesn't work, they can try another.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Try It Two Ways!

Students use what they know about letters and sounds, particularly vowels, to solve words-trying sounds two ways.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Bend III - Partners Have Good Habits, Too!

Partners Can Introduce Their Books to Each Other

Readers will learn that one good habit reading partners have is to introduce a book to each other at the beginning.

Author: Sara Meadows Shared: Yes Type: Educator Submitted

Partners Don't Tell, They Help!

Readers learn that reading partners coach each other to use good reading habits to solve tricky words in books, instead of just telling each other what the words say.

Author: Sara Meadows Shared: Yes Type: Educator Submitted

Partners Can Do Something at the End of a Book, To

When partners come to the end of a book, they don't just throw book aside, check off that they've read it and say, "What's next?, No way! Partners decide to do SOMETHING at then end of the book.

Author: Sara Meadows Shared: Yes Type: Educator Submitted

Readers Celebration and Set New Goals

Readers celebrate all the good habits readers have developed, and help partners work together to set goals for the year ahead.

Author: Sara Meadows Shared: Yes Type: Educator Submitted

Unit If/Then: Word Detectives- Strategies for using high-frequency words and for decoding

Bend I - Word Detectives in Training

Word Detectives Are Always on the Lookout

Teach students that word detectives notice tough words as they read and stop to solve these words right away.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Word Detectives Look Closely

Teach students that word detectives look closely at words to get clues, making sure they look across the whole word to solve it.

Page 10
Author: Kara Gray Shared: Yes Type: Educator Submitted

Word Detectives Use Everything They Know

Teach students that word detectives use everything they know to solve problems. Page 17

Author: Kara Gray Shared: Yes Type: Educator Submitted

Word Detectives Check Their Words Slowly

Teach students that when word detectives think they know what a word might say, they do a s-l-o-w check to be sure. They say the word slowly, sliding their finger under the word, and check that all the parts look right.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Investigate What Makes a Good Reading Part

Guide students to figure out what makes a good reading partner.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Bend II - Word Detectives Tap into the Power of Snap Words

1-ELA Reading MLS

English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

Word Detectives Read Words in a Snap

Teach Children that when word detectives see a word they know, they read it in a snap

See Page 42

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Use Snap Words as Clues to Think

Teach students that word detectives use snap words as clues to think about what makes sense. Page 50

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Solve Mystery Words by Thinking

Teach students that children that word detectives ask themselves, "Does this mystery word remind me of another word I know?" and then think of a similar snap word to help figure out the new word. See Page 57

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Turn New Words into Snap Words

Teach children how word detectives turn new words into snap words. Page 65

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Scoop Up Words

Teach students that readers can use snap words to read in longer phrases, making their reading sound smoother.

Page 73

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Bend III - Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read.

Word Detectives Break Words into Parts

Teach children that word detectives can break words into parts as they read, trying a word in different ways until it makes sense and sound right.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Pay Special Attention to the Begin

Students take a closer look at words at the beginning of words, looking out for letters that go together. Students keep in mind the familiar blends and digraphs that they know. The more important thing is for kids to understand that sometimes letters go together and to look out for these common letter combinations as they read.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Watch Out for Endings

Students will learn that when a word detective sees a BIG word with a known ending, they can break off the ending to figure out the part that's left. Then, they put the parts back together to read the whole word so it makes sense and sounds right.

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

Word Detectives Don't Let Vowels Trip Them Up

Teach children that word detectives look closely at vowels inside words, especially side-by-side vowels. Then they try the word in different ways until it makes sense and sounds right.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Use Word Parts They Know to Read

Teach children that word detectives use parts of words they know to figure out tricky new words.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Watch Out for Unusual Words

Teach students that word detectives watch out for unusual words in their books, such as contractions.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Smooth Out Their Reading

Teach students children that after word detectives read to fix up tricky words, they can read the same text again to make their reading sound smooth.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Word Detectives Show Off Their Skills

Teach students that word detectives use everything they know to show off their skills. They notice a problem, solve it, check it, and reread to make it smooth.

Author: Kara Gray

Shared: Yes

Type: Educator Submitted

Unit 2: Learning About the World-Reading Nonfiction

Bend I - Getting Smart on Nonfiction Topics

Getting Started as a Nonfiction Reader

Students will use what they know about sneak peeks to help them gain knowledge about new topics.

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

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Studying One Page Can Teach So Much

Teach students how to linger on a page and use the pictures to find more details and information that accompany the text. You'll show students how they can slow down in their reading and name what they see before they turn the page.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Learn More by Chatting about What's Happen

Readers will bring students how to bring the information on the pages to life. They will use the images on the pages or in their heads to think what is happening just before or after the part they read.

Author: Sara Meadows Shared: Yes Type: Educator Submitted

Readers Reread to Understand Their Books

You will remind students that when readers finish a book, they should try to remember the whole book, not just individual parts. This lesson helps students reread to put the parts of their book together.

Author: Sara Meadows Shared: Yes Type: Educator Submitted

Working on Fluency, Including Stress and Intonation

Teach students that when readers are trying to understand and recall information from their books, it helps to read with expression, making their voices smooth and lively.

Author: Kara Gray Shared: Yes Type: Educator Submitted

A Celebration of Learning

Students will celebrate all they have learned in this bend. They will celebrate their knowledge by talking with their classmates about what they have learned from their books.

Author: Sara Meadows Shared: Yes Type: Educator Submitted

Bend II - Tackling Super Hard Words in order to Keep Learning.

Readers Don't Let Hard Words Get in Their Way

Remind students that readers are persistent, especially when they get stuck on hard words in their books.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Crashing Word Parts Together to Solve the Whole Wo

Teach students that one strategy readers use to figure out a tricky word is to crash the word parts together and then to check that the word makes sense.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Check that the Words They Read Look Right

Slowing down and making a careful check is just as important as powering through something difficult.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Learn New Words as They Read

Teach Children that some tricky words are new words. Readers solve these tricky words by saying the word the best they can and then thinking about what that word means.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Find and Think about Key Words

Teach students that key words can help readers think and talk about the information in their books.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Unit 3: Readers Have Big Jobs To Do Fluency, Phonics, and Comprehension

Bend I- Readers Have Important Jobs To Do

You be the Boss! Readers say "I Can Do This!"

See Page

Prepare an anchor chart titled "Be the Boss of Your Reading!"

*Stop at the first sign of trouble!

*Try SOMETHING!

Readers are the boss of their own rereading. One of their jobs is to stop at the sign of trouble. Then they say "I can solve this! I can try something, using all that I know."

Readers don't back down from challenging word in their books, but instead they stop and try something, using all they know about solving words.

Refer to anchor chart from unit 1 "Good Habits for Solving Hard Words"

Stop when you're stuck and when something doesn't seem right.

Author: Kara Gray Shared: Yes Type: Educator Submitted

Readers Use Everything They Know to Solve a Word

Students will be in charge of their reading and use more than one strategy to figure out the hard parts, trying something and then something else to get the job done.

Author: Sara Meadows Shared: Yes Type: Educator Submitted

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Required Course

Readers "Check It!" to Self-Monitor

Students will try solving a tricky word by doing a triple check and asking, "Does that make sense?" "Does that look right?" "Does that sound right?"

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

Readers Make a Plan

Readers make a plan to read

Author: Sara Meadows

Shared: Yes

Type: Educator Submitted

Learning Targets

I can explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words.

I can identify letters for the spelling of short and long vowels.

- Students will be able to read with a partner while following the appropriate rules of partner reading.
 - Students will be able to demonstrate a variety of partner reading strategies including echo reading, choral reading, and role playing.
 - Students will be able to retell a story by either telling the beginning, middle, and end, problem and solution;
 - Students will be able to ask the right sorts of questions while having a meaningful conversation during partner reading.
-

I can identify common root words and their inflectional endings.

I can identify common root words and their inflectional endings.

I can identify words that name actions and words that name persons, places, or things.

I can apply reading strategies to be used with text for accuracy.

I can apply reading strategies to be used with text for accuracy.

I can ask and answer questions to clarify meaning in text.

I can ask and answer questions to clarify meaning.

I can ask and answer questions to clarify the meaning.

I can ask questions about my topic to better understand.

I can be able to actively read a text on their independent level for a sustained period of time.

I can be able to begin to retell a story to touch on important details and the message or lesson.

I can be able to predict what will happen next by taking a "sneak peek" through a book walk, paying close attention to the front and back covers, and ask what happen next.

I can be able to reread an independent level text with fluency and comprehension.

I can be able to retell a story by telling the beginning, middle, and end.

I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.

I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.

I can blend spoken phonemes to form 1 or 2 syllable words including consonant blends.

I can build on others' conversations by responding to comments of others when presenting individually or with a group.

I can build on others peers conversations by responding to the comments of others.

I can build on others' talk in conversations by responding to comments of others.

I can combine sounds from letters and common spelling patterns to create and decode recognizable words.

I can combine sounds from letters and common spelling patterns to create and decode recognizable words.

I can compare and contrast adventures and experiences of characters in stories.

I can compare and contrast adventures and experiences of characters in stories.

I can comprehend read-aloud and other media by retelling and asking questions.

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Required Course

I can confirm or self correct word recognition and understanding by using context.

I can decode regularly spelled one syllable words.

I can decode regularly spelled one-syllable words.

I can decode words by using letter sounds I know.

I can decode words in context by using letter sound knowledge for single letters.

I can decode words in context by using letter sounds knowledge.

I can decode words in context by using letters and sound knowledge for single letters.

I can demonstrate active listening.

I can demonstrate comprehensions of read-alouds by retelling and asking appropriate questions.

I can demonstrate decoding skills when reading.

I can demonstrate decoding skills when reading.

I can demonstrate decoding skills while reading text.

I can demonstrate the comprehension of read-alouds by retelling and asking appropriate questions.

I can describe how information is connected in my book.

I can describe sensory details.

I can describe the connection between two individuals, events, ideas or pieces of information in a text.

I can describe the connection between two individuals, events, ideas or pieces of information in a text.

I can describe the connection between two individuals, events, ideas or pieces of information in text.

I can describe the main idea of a story.

I can determine the connection between text to text using similarities and differences in fiction and nonfiction books.

I can determine what words mean from how they are used in a sentence.

I can determine what words mean from how they are used in context of a sentence either heard or read.

I can determine what words mean from how they are used in context of a sentence either heard or read.

I can determine what words mean from how they are used in the context of a sentence.

I can determine what words mean from how they are used in the context of a sentence.

I can distinguish between long and short vowel sounds.

I can distinguish between long and short vowels in single syllable words.

I can distinguish between long and short vowels in single syllable words.

I can distinguish between long and short vowels sounds.

I can distinguishing between long and short vowel sounds.

I can edit for language conventions.

I can engage with and read text that is developmentally appropriate.

I can engage with the reading text that is developmentally appropriate.

I can explain a topic and show understanding using a prop, picture, or other visual aid, by presenting it individually or with a group.

I can explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words.

I can explain the actions of the main character and the reasons for those actions.

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English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

I can follow classroom listening rules.

I can follow two-step instructions.

I can follow written multi-step directions with picture cues to assist with understanding.

I can follow written multi-step directions with picture cues to assist with understanding.

I can follow written multi-step directions with picture cues to assist with understanding.

I can identify capital letters, that the first word of every sentence begins with a capital letter, that a sentence has ending punctuation, and the three types of ending punctuation.

I can identify characters and dialogue in plays or performances by actors.

I can identify common root words and their inflectional endings.

I can identify common root words and their inflectional endings.

I can identify letters for the spelling of short and long vowels.

I can identify long and short vowels and single syllable word phonemes.

I can identify main ideas and provide supporting details.

I can identify main ideas and provide supporting details.

I can identify main ideas and provide supporting details.

I can identify my purpose for reading a text.

I can identify root words and their inflectional endings.

I can identify sensory details.

I can identify similarities and differences between text on the same topic.

I can identify text ideas including similarities and differences in fiction and nonfiction books.

I can identify that sentences are are make up of words.

I can identify the difference between fiction and nonfiction books.

I can identify the main ideas about my book and list reasons (details) why.

I can identify the meaning among verbs and adjectives.

I can identify the meaning among verbs and adjectives.

I can identify the vowel sound in the syllable to decode words.

I can identify the vowel sound in the syllable.

I can identify who is telling the story.

I can identify words that name a person, place or thing.

I can identify words that name a person, place or thing.

I can identify words that name actions.

I can identify words that name actions.

I can isolate initial, medial, and final sounds in single syllable words.

I can isolate initial, medial, and final sounds in single syllable words.

I can isolate initial, medial, and final sounds in single syllable words.

I can isolate medial sounds in single syllable words.

I can isolate medial sounds in single syllable words.

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Required Course

I can locate words in a dictionary.

I can locate words in a dictionary.

I can monitor comprehension and making corrections and adjustments when that understanding breaks down.

I can orally identify consonant digraphs.

I can orally identify consonant digraphs.

I can participate in classroom discussions by listening and responding about another's book.

I can print legibly.

I can produce and identify sounds and syllables in spoken words.

I can produce and identify sounds and syllables in spoken words.

I can produce and identify sounds and syllables in spoken words.

I can produce and identify sounds and syllables in spoken words.

I can produce and identify sounds and syllables in spoken words.

I can produce complete simple and compound sentences.

I can produce consonant blends.

I can produce consonant blends.

I can produce consonant digraphs.

I can produce consonant digraphs.

I can produce evidence of reading.

I can produce single syllable words by blending sounds.

I can pronounce initial, medial, and final sounds in single syllable words.

I can read appropriate texts with fluency (rate, accuracy, expression, appropriate, phrasing) with purpose and for comprehension.

I can read appropriate texts with fluency accuracy with purpose and for comprehension.

I can read appropriate texts with fluency appropriate phrasing with purpose and for comprehension.

I can read appropriate texts with fluency expression with purpose and for comprehension.

I can read appropriate texts with fluency expression with purpose and for comprehension.

I can read appropriate texts with fluency phrasing with purpose and for comprehension.

I can read appropriate texts with fluency rate with purpose and for comprehension.

I can read appropriate texts with fluency rate with purpose and for comprehension.

I can read contractions and compound words.

I can read contractions and compound words.

I can read high frequency words.

I can read high frequency words.

I can read independently by finding a book on my reading level.

I can read irregularly spelled words.

I can read irregularly spelled words.

I can read root words with inflectional endings.

I can read root words with inflectional endings.

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English Language Arts

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

I can read texts with fluency accuracy with purpose and for comprehension.

I can read with accuracy, appropriate rate, and expression.

I can recognize and read sight words.

I can recognize and read sight words.

I can recognize consonant blends.

I can recognize long and short vowel sounds and single syllable phonemes. I can isolate sounds in single syllable words. I can distinguish between long and short vowels in single syllable words.

I can recognize long vowel sounds, short vowel sounds, and single syllable word phonemes.

I can recognize sensory details in literary texts.

I can recognize that compound words are made up of shorter words.

I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.

I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.

I can recognize the change in a spoken word when a specific phoneme is added, changed, or removed.

I can retell main ideas in sequence including key details.

I can retell the main ideas in sequence including key details.

I can retell what I have read to show understanding.

I can retell what I read to show understanding and identify my purpose for reading a text.

I can seek clarification and locate facts and details in their stories and other text.

I can segment spoken single syllable words into their complete sequence of individual sounds.

I can segment spoken single syllable words into their complete sequence of individual sounds.

I can segment spoken single syllable words into their complete sequence of individual sounds.

I can segment spoken words of 3-5 phonemes into individual phonemes.

I can segment spoken words of 3-5 phonemes into individual phonemes.

I can segment spoken words of 3-5 phonemes into individual phonemes.

I can self-correct to read fluently and to better understand.

I can separate a word into syllables to decode it.

I can separate a word into syllables to decode it.

I can separate the phonemes in single syllable words.

I can separate the phonemes in single syllable words.

I can separate the phonemes in single syllable words.

I can set goals to build stamina.

I can sort words into conceptual categories.

I can sort words into conceptual categories.

I can speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by using a prop, picture, or other visual aid.

I can speak clearly, audibly, and on topic, using conventions of language when presenting individually or with a group.

I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by explaining a topic and show understanding.

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Required Course

- I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group.
- I can spell words phonetically using phonemic awareness and spelling knowledge.
- I can spell words using regular spelling patterns.
- I can take turns speaking while presenting individually or with a group.
- I can take turns speaking, according to classroom expectations.
- I can understand vocabulary by using words and phrases through conversations, reading and being read to and responding to texts .
- I can use adjectives and adverbs in sentences.
- I can use common affixes to figure out the meaning of a word.
- I can use common affixes to figure out the meaning of a word.
- I can use common affixes to figure out the meaning of a word.
- I can use common affixes to figure out the meaning of a word.
- I can use common affixes to figure out the meaning of a words.
- I can use common prepositions.
- I can use common pronouns.
- I can use complete sentences and adjust volume, as need when presenting individually or with a group.
- I can use complete sentences and adjust volume, as need when presenting individually or with a group.
- I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- I can use context to confirm or self-correct word recognition and understanding.
- I can use context to confirm or self-correct word recognition and understanding.
- I can use context to recognize and self-correct word recognition and seek understanding.
- I can use correct spacing between words and sentences.
- I can use nouns and action verbs that designate past, present and future in a sentence.
- I can use read alouds and other media to retell and confirm comprehension by asking appropriate questions.
- I can use rhythm, rhyme and alteration through identifying a regular beat and similarities in word sounds.
- I can use speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using complete sentences and adjusting volume.
- I can use syllabication patterns to decode words.
- I can use syllabication patterns to decode words.
- I can use syllables patterns to decode words.
- I can use text features (bold words, glossary, headings, table of contents, labels) to tell what the book is mostly about.
- I can use text features (labels, glossaries, table of contents, headings, and bold words) to explain facts.
- I can use text features to find information in a text.
- I can use text features to find specific information in my book.
- I can use text features to locate specific information in a given text.
- I can use text features to locate specific information in text.
- I can use text features to locate specific information in text.

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Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

I can use text features to locate specific information in text.

I can use text features to restate the main idea.

I can use text features to restate the main idea.

I can use text features to restate the main idea.

I can use the articles a, an, and the in sentences.

I can use the conjunctions and, but, and so in sentences.

I can use words and phrases acquired through conversations, reading and being read to and responding text.

I can use words and phrases acquired through conversations, reading and being read to and responding to texts.

I can use words and phrases acquired through conversations, reading and being read to and responding to texts.

I can write a fiction or informational narrative that narrates a story or experience.

Students will produce and identify sounds and syllables in spoken words.
