

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 1 ENGLISH LANGUAGE ARTS & LITERACY 2023**

**(Last revision date: 2019)**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Units of Study (K-5)
- Interactive Read Aloud/Shared Reading (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

## **COURSE GOALS**

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that:

- they will be responsible for their reading folders and reading supplies.
- they will increase their stamina and volume of reading as the year progresses
- they will read every day and view themselves as readers.
- they will develop a repertoire of reading strategies.
- they will confer with a partner or partners to reflect on their reading.
- they will learn to value the celebration of their reading.

## **COURSE ESSENTIAL QUESTIONS**

- Who am I as a reader?
- What are my reading tools?
- How do I share my reading with others?
- How do I become a stronger reader?
- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I read an informational book to learn about my topic?
- How do I work with reading partners to apply reading strategies?
- How can I decode tricky words in a text?
- How can I read aloud like an expert reader?
- What do readers do to retell a story?
- How do I get to know a character better?
- How can I reread and act out my books with my partner in ways that help me understand and express things about the characters?
- How can I reread my books many times with my book club, thinking about the different ways we can be our characters?
- What life lessons do readers learn from books?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- that reading is a process

Students will be able to . . .

- read multiple genres and increase reading stamina.
- grow their thinking about texts.
- collaborate with a partner about reading.
- independently apply appropriate reading strategies.

## READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – October	<u>Unit 1</u> : Building Good Reading Habits; Word Study ( <i>Foundations</i> Units 1 & 2, & Silent <i>e</i> )
November	<u>Unit 2</u> : Word Detectives: Strategies for Using High-Frequency Words and for Decoding; Word Study ( <i>Foundations</i> Units 3 & 4)
December	<u>Unit 3</u> : Holidays around the World: Nonfiction Preview; Word Study ( <i>Foundations</i> Unit 5 & begin Unit 6)
January – February	<u>Unit 4</u> : Learning about the World: Reading Nonfiction; Word Study ( <i>Foundations</i> Units 6, 7 & 8)
March - mid April	<u>Unit 5</u> : Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension; Word Study ( <i>Foundations</i> Units 9 & 10)
mid April – June	<u>Unit 6</u> : Meeting Characters and Learning Lessons: A Study of Story Elements; Word Study ( <i>Foundations</i> Units 11, 12, 13 & introduce 14)

# UNIT 1

## Building Good Reading Habits; Word Study (*Foundations* Units 1 & 2, & Silent e)

### Unit Goals

At the completion of this unit, students will:

- make their reading smooth.
- apply taught strategies to decode words.
- look at all parts of words.
- use classroom resources for words.
- retell a story.
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.1.1	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.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.



CCS.ELA-Literacy.L.1.6

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 Essential Questions**

- How do I become a stronger reader?
- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I make my reading voice smoother?
- How do I work with others to improve my reading?
- How do I share my reading with others?

**Scope and Sequence**

<b>Building Good Reading Habits</b>			
<b>Time Allotment: mid September - October</b>			
	<b>Reading Workshop</b>	<b>Interactive Read-Aloud</b>	<b>Shared Reading</b>
Prior to Unit	<ul style="list-style-type: none"> <li>● Set up your room for Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available.</li> <li>● Prior to each lesson below, review “GETTING READY” for specific materials needed.</li> <li>● Display *Updated Super Reader Chart <u>Super Power Chart</u></li> </ul>	See table on pg. 13-14 <i>of this document</i> for planning and focus of lessons.	
<b>Bend I: Habits for Reading Long and Strong</b>			
Lesson 1	<ul style="list-style-type: none"> <li>● <u>Session 1</u>: Readers Take a Sneak Peek to Get Ready to Read (p. 2)</li> <li>● <u>Teaching Point</u>: Readers get ready to read by taking a sneak peek at their books, and then they think.</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul> <p>**Note: Readers should not use pictures as a reading strategy but to support cross-checking.</p>		
Lesson 2	<ul style="list-style-type: none"> <li>● <u>Session 2</u>: Readers Do <i>Something</i> at the End of a Book (p. 8)</li> <li>● <u>Teaching Point</u>: Readers push themselves to get stronger and stronger.</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul>		

Lesson 3	<ul style="list-style-type: none"> <li>● <u>Session 3</u>: Readers Get Stronger by Reading More and More (p. 16)</li> <li>● <u>Teaching Point</u>: Readers get stronger as readers by reading more and more books.</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Readers Set Goals to Read All Day Long (p. 22)</li> <li>● <u>Teaching Point</u>: Readers set goals for their reading, and the best way to read a whole lot of books is to read all day long.</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Readers Reread to Make their Reading Voices Smoother (p. 25)</li> <li>● <u>Teaching Point</u>: Readers reread to make their reading smooth. They do this automatically.</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>● <u>Session 6</u>: Readers Track with Their Eyes and Scoop Up More Words (p. 28)</li> <li>● <u>Teaching Point</u>: Readers read with their eyes and scoop up their words in phrases instead of word by word.</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: When Readers Reread, They See More! (p. 34)</li> <li>● <u>Teaching Point</u>: Another good habit to have is to reread so you can see more and more each time. Re-read to see MORE.</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul>

<b>Bend II: Habits for Tackling Even the Hardest Words</b>	
Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 8</u>: Readers Sneak Peek at the Pictures to Figure Out the Words (p. 38; <i>Gossie and Gertie</i>)</li> <li>● <u>Teaching Point</u>: Readers take a sneak peek to think what the page is going to be about, and use the whole page to think, “What might this word say?”</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul> <p>**Note: Readers should not use pictures as a reading strategy but to support cross-checking.</p>

Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Drop Bad Habits! Pick Up Good Habits! (p. 44)</li> <li>● <u>Teaching Point</u>: Readers get stronger when they know their bad habits and drop them.</li> <li>● <u>Use</u> mini-charts “Drop That Bad Habit” &amp; “Pick Up a Good Habit!”</li> <li>● <u>Chart</u>: “Readers Build Good Habits”</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Readers Look at All Parts of a Word (p. 51); “Be the Teacher!”</li> <li>● <u>Teaching Point</u>: Readers need to look through the whole word and all parts of the word. This helps figure out the word and makes their reading make sense.</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard words”</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Readers Use Meaning to Figure Out Words (p. 56)</li> <li>● <u>Teaching Point</u>: Readers think about what makes sense to figure out tricky words.</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>● <u>Session 12</u>: Readers Double-Check Their Reading (p. 59)</li> <li>● <u>Teaching Point</u>: Readers double-check to make sure a word makes sense with the story. They check the letters on the page to be sure the word looks right.</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: Readers Don’t Give Up – They Try, Try Again (p. 64); “Little Miss Muffet” (p. 65)</li> <li>● <u>Teaching Point</u>: Readers don’t give up; they try and try again and read across the word again. If it still doesn’t make sense, they look at the picture and reread the page and ask, “What would make sense?”</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Try It Two Ways! (p. 69)</li> <li>● <u>Teaching Point</u>: When readers get to tricky words, the important thing to do is try the sound two ways – by using short and long vowels.</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>

<b>Bend III: Partners Have Good Habits, Too!</b>	
Lesson 15	<ul style="list-style-type: none"> <li>● <u>Session 15</u>: Partners Can Introduce Their books to Each Other (p. 74)</li> <li>● <u>Teaching Point</u>: When readers get to tricky words, the important thing to do is try the sound two ways – by using short and long vowels.</li> <li>● <u>Chart</u>: “Reading Partners Work Together”</li> </ul>

Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 16</u>: Partners Don't Tell, They Help! (p. 79)</li> <li>● <u>Teaching Point</u>: Reading partners don't tell their partners what a tricky word says. They help each other do the hard work to solve the tricky word.</li> <li>● <u>Chart</u>: "Reading Partners Work Together"</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Partners Can Do <i>Something</i> at the End of a Book, Too! (p. 84)</li> <li>● <u>Teaching Point</u>: Partners do something at the end of their reading. They smooth it out, see more, or get ready to retell.</li> <li>● <u>Chart</u>: "Reading Partners Work Together"</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>● <u>Session 18</u>: Readers Celebrate and Set New Goals (p. 88)</li> <li>● <u>Teaching Point</u>: Partners help readers to think backwards and retell and remember the important parts to set goals.</li> <li>● <u>Chart</u>: "Readers Build Good Habits"</li> </ul>

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Summative Assessments:

- Formal Reading Records utilizing the Fountas & Pinnell Benchmark Assessments

### Resources

#### Core

- *Building Good Reading Habits* (Grade 1, Unit 1)
- *Foundations* Level 1 manual, Wilson Language Training
- *Heggerty Phonemic Awareness*, Literacy Resources
- *ish* by Peter H. Reynolds
- *Ollie the Stomper* by Olivier Dunrea
- *Gossie* by Olivier Dunrea
- *Gossie & Gertie* by Olivier Dunrea
- *Kazam's Birds* by Amy Ehrlich
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *The Name Jar* by Yangsook Choi
- *The Day You Begin* by Jacqueline Woodson
- *All are Welcome* by Alexandra Penfold
- *Jabari Jumps* by Gaia Cornwall
- *I Am . . .* by Jilian Cutting
- *Fantastic Mr. Fox* by Roald Dahl
- *Chrysanthemum* by Kevin Henkes
- *Peter’s Chair* by Ezra Jack Keats
- *The Snowy Day* by Ezra Jack Keats
- *An Extraordinary Egg* by Leo Lionni
- *Bears Make the Best Reading Buddies* by Carmine Oliver
- *Big Dog and Little Dog* by Dav Pilkey
- *Big Dog and Little Dog Going for a Walk* by Dav Pilkey
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries.

<b>Phonological/Phonemic Awareness: <i>Heggerty</i></b>	
<b>Time Allotment: September-October</b>	
Begin explicit instruction with Week 1 and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 1-8	<ul style="list-style-type: none"> <li>● Rhyme: Recognition &amp; Production</li> <li>● Initial Phoneme Isolation: Consonants/Vowels &amp; Digraphs/Blends</li> <li>● Blend: Syllables and 2-3 Phonemes</li> <li>● Phoneme Isolation: Final &amp; Medial Phoneme/Vowel</li> <li>● Segment: Syllables &amp; Words into 2-3 Phonemes</li> <li>● Add: Syllables &amp; Initial Phoneme</li> <li>● Delete: Syllables &amp; Initial Phoneme</li> <li>● Substitute: Syllables &amp; Initial Phoneme</li> </ul>

<b>Word Study: <i>Foundations</i></b>		
<b>Time Allotment: September-October</b>		
Unit	Topic	Time Allocation
1	<ul style="list-style-type: none"> <li>● ABC order entire alphabet</li> <li>● 10 sounds recognition for consonants and short vowels</li> <li>● High-frequency (trick/snap) words: <i>goes, this, it, at, am, went, with</i> <ul style="list-style-type: none"> <li>• <i>Phoneme-grapheme mapping</i></li> <li>• <i>Consider the <u>heart word method</u> for words</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks</li> </ul>

	<i>with an irregularity</i>	
2	<ul style="list-style-type: none"> <li>● Phonemic awareness skills</li> <li>● Sentence dictation procedures</li> <li>● Story retelling</li> <li>● High-frequency (trick/snap) words: <i>the, a, and, is, his, of</i> <ul style="list-style-type: none"> <li>● <i>Phoneme-grapheme mapping</i></li> <li>● <i>Consider the <u>heart word method</u> for words with an irregularity</i></li> </ul> </li> </ul>	● 2 weeks
(Teacher-created lessons)	● Introduce vowel-consonant- <i>e</i>	● 2 weeks

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 1 & 2

<b>Shared Reading</b>	
<i>*Reference shared reading sessions in manual &amp; additional resources in grade level shared drive</i>	
<b>3 Days/week</b>	<b>Focus</b>
1	<ul style="list-style-type: none"> <li>● Warm Up: poetry, rhyme, song</li> <li>● Book intro</li> <li>● Vocab intro</li> <li>● Tricky word work (V-SM)</li> <li>● Story Elements/Retell</li> </ul>
2	<ul style="list-style-type: none"> <li>● Reread book</li> </ul> <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> <li>● Focus on cross checking and self-monitoring (with and without mistakes)</li> <li>● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)</li> </ul>
3	<ul style="list-style-type: none"> <li>● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print)</li> <li>● Comprehension (put together all you have worked on to read accurately and fluently with understanding)</li> </ul>

<b>Interactive Read-Aloud</b> <i>*For week 1, reference read aloud sessions in manual.</i> <i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text.  <b>Be sure to cycle through all strategies throughout the unit.</b>
	<b>Predicting:</b> When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text. <ul style="list-style-type: none"> <li>● Before Reading:               <ul style="list-style-type: none"> <li>○ Cover: Introduce and preview the book</li> </ul> </li> <li>● As you read:               <ul style="list-style-type: none"> <li>○ What do you think will happen next? Turn and talk with your partner.</li> <li>○ Did your prediction match with what you thought would happen?</li> </ul> </li> <li>● After reading:               <ul style="list-style-type: none"> <li>○ After reading this story, what do you think could happen next?</li> </ul> </li> </ul> <i>Stems for conversation:</i> <ul style="list-style-type: none"> <li>○ How would you support that prediction using text evidence?</li> <li>○ What makes you think that?</li> <li>○ What background knowledge helped you make that prediction?</li> </ul>
	<b>Connecting:</b> <ul style="list-style-type: none"> <li>● Retell and discuss what has been read so far</li> <li>● Does this sound like an experience that you have had?</li> <li>● Can you think of something that is similar to this in our world today?</li> <li>● Does this story make you think of another text?</li> </ul> <i>Stems for conversation:</i> <ul style="list-style-type: none"> <li>○ I noticed...</li> <li>○ I have a connection...</li> <li>○ This reminds me of...</li> </ul>
	<b>Questioning:</b> Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered. <ul style="list-style-type: none"> <li>● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought would happen?’</li> <li>● Stop to clarify meaning: ‘The book says _____. What does that mean? What’s happening here?’</li> <li>● Has your thinking changes since reading this part of the story?</li> </ul> <i>Stems for conversation:</i> <ul style="list-style-type: none"> <li>○ I wonder who (what, when, where, why)...?</li> <li>○ How come...?</li> <li>○ My question is...</li> </ul>

	<p><b>Visualizing:</b>  Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> <li>● What did the author say that helped you form a picture in your head?</li> <li>● After reading this, what did you see, hear, feel or smell?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I imagined...</li> <li>○ The movie in my mind shows...</li> <li>○ I can almost taste (description)...</li> </ul>
	<p><b>Inferring:</b>  The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> <li>● Authors leave clues for us as we read. Did you put them together to figure out the big idea?</li> <li>● What message do you think the author wanted you to understand?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I think what the author really means is...</li> <li>○ I think _____ because the author gave clues about...</li> <li>○ Maybe this means...</li> </ul>
	<p><b>Synthesizing:</b>  Putting all the strategies together and doing something with it.</p> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>● I really liked how the author...</li> <li>● It was interesting to learn...</li> <li>● I realized...</li> <li>● I keep thinking about _____ because the text said...</li> <li>● The most important thing I learned is...</li> </ul>
	<p><b>Retelling:</b>  A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> <li>● Tell me about the story as if I have never heard it before (BME) <ul style="list-style-type: none"> <li>○ Who are the main characters?</li> <li>○ Where did the story take place?</li> <li>○ What important details can you include in your retell?</li> <li>○ What was the problem? How was it solved?</li> <li>○ How did the story end?</li> </ul> </li> </ul>



## UNIT 2

### Word Detectives: Strategies for Using High-Frequency Words and for Decoding; Word Study (*Foundations* Units 3 & 4)

#### Unit Goals

At the completion of this 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 (sight) words.
- become more confident at using the words they know “in a snap” to solve unknown words.
- develop their fluency skills.
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal

event order, and provide some sense of closure.

CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.1.6	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., <i>because</i> ).

### **Unit Essential Questions**

- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I stop and solve problems as I read?
- How can I develop good habits for solving hard words?
- What makes a good reading partner?
- How can I turn words into “snap” words?

## Scope and Sequence

Word Detectives: Strategies for Using High-Frequency Words and for Decoding			
Time Allotment: November			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> <li>Display the “Good Habits for Solving Hard Words” from Unit 1</li> </ul> <p>**Note: Readers should not use pictures as a reading strategy but to support cross-checking.</p>	See table on pg. 23-24 of <i>this document</i> for planning and focus of lessons.	

Bend I: Word Detectives in Training	
Lesson 1	<ul style="list-style-type: none"> <li>Use <i>A Country Mouse and a Town Mouse</i> for Bend I.</li> <li><u>Session 1</u>: Word Detectives Are Always on the Lookout (p. 2)</li> <li><u>Teaching Point</u>: Word detectives notice when there’s a problem, and stop to solve it.</li> <li><u>Chart</u>: “How to Be a Word Detective”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li><u>Session 2</u>: Word Detectives Look Closely (p. 11)</li> <li><u>Teaching Point</u>: Word detectives look closely to get clues.</li> <li><u>Prepare</u> “detective kits”</li> <li><u>Display</u> lyrics of “Readers Look Closely” and refer to YouTube link</li> <li><u>Chart</u>: “How to Be a Word Detective”</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li><u>Session 3</u>: Word Detectives Use Everything They Know (p. 17)</li> <li><u>Teaching Point</u>: Word detectives use everything they know to solve problems.</li> <li><u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li><u>Session 4</u>: Word Detectives Check Their Words Slowly (p. 25)</li> <li><u>Teaching Point</u>: Word detectives do a slow check to be sure.</li> <li><u>Prepare</u> two sentence strips</li> <li><u>Chart</u>: “How to Be a Word Detective”</li> </ul>

Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Readers Investigate What Makes a Good Reading Partner (p. 32)</li> <li>● <u>Teaching Point</u>: Students investigate the behaviors that make and don't make a good reading partner.</li> <li>● See "GETTING READY" for multiple charts/handouts referred to in this lesson</li> <li>● <u>Chart</u>: "How to Be a Word Detective"</li> </ul>
<b>Bend II: Word Detectives Tap into the Power of Snap Words</b>	
Lesson 6	<ul style="list-style-type: none"> <li>● <u>Session 6</u>: Word Detectives Read Words in a Snap (p. 42)</li> <li>● <u>Teaching Point</u>: Word detectives see a word they know and read it quickly.</li> <li>● <u>Chart</u>: "Word Detectives Use Snap Words to Read"</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: Word Detectives Use Snap Words as Clues to Think about What Makes Sense (p. 50)</li> <li>● <u>Teaching Point</u>: Word detectives can use the clues they have and think about what makes sense and sounds right to fill in the missing words.</li> <li>● <u>Chart</u>: "Word Detectives Use Snap Words to Read"</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 8</u>: Word Detectives Solve Mystery Words by Thinking of Similar Snap Words (p. 57)</li> <li>● <u>Teaching Point</u>: Readers can solve the trick words in their books by asking, "Does this remind me of another word I know?"</li> <li>● <u>Prepare</u> mystery words on cards</li> <li>● <u>Chart</u>: "Word Detectives Use Snap Words to Read"</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Word Detectives Turn New Words into Snap Words (p. 65)</li> <li>● <u>Teaching Point</u>: Word detectives don't work to solve the same word over and over.</li> <li>● <u>Create</u> word jar</li> <li>● <u>Chart</u>: "Word Detectives Use Snap Words to Read"</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Word Detectives Scoop Up Words to Make Their Reading Sound Smooth (p. 73)</li> <li>● <u>Teaching Point</u>: Readers scoop up words in groups that go together.</li> <li>● <u>Chart</u>: "Word Detectives Use Snap Words to Read"</li> </ul>

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

Lesson 11	<ul style="list-style-type: none"> <li>● <u>Use <i>Lost Socks</i></u> for Bend III.</li> <li>● <u>Session 11</u>: Word Detectives Break Words into Parts (p. 78)</li> <li>● <u>Teaching Point</u>: Word detectives can clap out the parts of a word that they want to write.</li> </ul> <p>**Note: Direct students’ attention to the structure of the word; emphasis is on phonic decoding.</p> <ul style="list-style-type: none"> <li>● <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>● <u>Session 12</u>: Word Detectives Pay Special Attention to the Beginning of Words (p. 86)</li> <li>● <u>Teaching Point</u>: Readers pay close attention to the beginning of a word.</li> <li>● <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: Word Detectives Watch Out for Endings (p. 90)</li> <li>● <u>Teaching Point</u>: Word detectives see a big word has an ending they know, and break it off to figure out what’s left.</li> <li>● <u>Prepare chart</u> “Word Detectives Watch Out for Endings Like:”</li> <li>● <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Word Detectives Don’t Let Vowels Trip Them Up (p. 97)</li> <li>● <u>Teaching Point</u>: Word detectives don’t let vowels trip them up!</li> <li>● <u>Charts</u>: “Good Habits for Solving Hard Words,” “How to Be a Word Detective”</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>● <u>Session 15</u>: Word Detectives Use Word Parts They Know to Read New Words (p. 104)</li> <li>● <u>Teaching Point</u>: You can use parts of words you know to help you figure out new words.</li> <li>● <u>Prepare</u> mystery words on cards</li> <li>● <u>Display</u> lyrics of “Readers Look Closely” and refer to YouTube link</li> <li>● <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 16</u>: Word Detectives Watch Out for Unusual Words (p. 112)</li> <li>● <u>Teaching Point</u>: Word detectives watch out for unusual words in their books.</li> <li>● <u>Prepare</u> chart “Unusual Suspects”</li> <li>● <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>

Lesson 17	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Word Detectives Smooth Out Their Reading (p. 119)</li> <li>● <u>Teaching Point</u>: Readers reread to make their reading sound smooth.</li> <li>● <u>Charts</u>: “How to Be a Word Detective,” “Word Detectives Use Snap Words to Read,” “Word Detectives Take an Even Closer Look”</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>● <u>Session 18</u>: Word Detectives Show Off Their Skills; A Celebration (p. 126)</li> <li>● <u>Teaching Point</u>: Word detectives notice a problem, solve it, check it, and reread to make it smooth.</li> <li>● <u>Charts</u>: “How to Be a Word Detective,” “Word Detectives Use Snap Words to Read,” “Word Detectives Take an Even Closer Look”</li> </ul>

### **Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

#### Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

#### Summative Assessments:

- For students not meeting the September/October Benchmark, Formal Reading Records utilizing the Fountas & Pinnell Benchmark Assessments

### **Resources**

#### Core

- *Word Detectives: Strategies for Using High-Frequency Words and for Decoding* (Grade 1, If/Then Unit)
- *Foundations* Level 1 manual, Wilson Language Training
- *Heggerty Phonemic Awareness*, Literacy Resources
- *A Country Mouse and a Town Mouse* by Ruth Mattison
- *Nate the Great* by Marjorie Weinman Sharmat
- *The Birthday Boy* by Debbie Croft
- *Lost Socks* by Dawn McMillan
- Word detective kits
- Word wall
- Note-taking system for conferencing

- Reader’s Notebook or Folder
- Access to decodable texts

Supplemental

- *Donovan’s Word Jar* by Monalisa DeGross
- *Max’s Words* by Kate Banks
- *Take Away the A* by Michaël Escoffier
- *The Boy Who Loved Words* by Roni Schotter and Giselle Potter
- *The Word Collector* by Sonja Wimmer
- *The Photo Book* by Beverley Randell
- *Tiger, Tiger*, by Beverley Randell
- *Wake Up, Dad* by Beverley Randell
- the *Young Cam Jansen* series by David A. Adler
- the *Nate the Great* series by Marjorie Weinman Sharmat
- the *High-Rise Private Eyes* series by Cynthia Rylant
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

<b>Phonological/Phonemic Awareness: <i>Heggerty</i></b>	
<b>Time Allotment: November</b>	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 9-12	<ul style="list-style-type: none"> <li>● Rhyme: Production</li> <li>● Initial Phoneme Isolation: Consonants Digraphs/Blends</li> <li>● Blend: 2-4+ Phonemes</li> <li>● Phoneme Isolation: Medial Phoneme/Vowel</li> <li>● Segment: Words into 2-4+ Phonemes</li> <li>● Add: Initial Phoneme &amp; Initial Phoneme of a Blend</li> <li>● Delete: Initial Phoneme &amp; Initial Phoneme of a Blend</li> <li>● Substitute: Initial Phoneme</li> </ul>

<b>Word Study: <i>Foundations</i></b>		
<b>Time Allotment: November</b>		
Unit	Topic	Time Allocation
3	<ul style="list-style-type: none"> <li>● Consonant digraphs: <i>sh, ch, th, wh, ck</i></li> <li>● Narrative story form</li> <li>● Reading with accuracy and prosody</li> <li>● Retelling with visualization</li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks</li> </ul>

	<ul style="list-style-type: none"> <li>● High-frequency (trick/snap) words: <i>as, has, to, into, we, he, she, be, me, for, or</i></li> </ul>	
4	<ul style="list-style-type: none"> <li>● Bonus letters spelling rule: <i>ff, ll, ss, zz</i></li> <li>● Glued sound: <i>-all</i></li> <li>● Reading with accuracy and prosody</li> <li>● Exclamation point and quotation marks</li> <li>● High-frequency (trick/snap) words: <i>you, your, I, they, was, one, said</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 3 & 4

<b>Shared Reading</b>	
<i>*Reference shared reading sessions in manual &amp; additional in grade level shared drive</i>	
<b>3 Days/week</b>	<b>Focus</b>
1	<ul style="list-style-type: none"> <li>● Warm Up: poetry, rhyme, song</li> <li>● Book intro</li> <li>● Vocab intro</li> <li>● Tricky word work (V-SM)</li> <li>● Story Elements/Retell</li> </ul>
2	<ul style="list-style-type: none"> <li>● Reread book</li> </ul> <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> <li>● Focus on cross checking and self-monitoring (with and without mistakes)</li> <li>● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)</li> </ul>
3	<ul style="list-style-type: none"> <li>● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print)</li> <li>● Comprehension (put together all you have worked on to read accurately and fluently with understanding)</li> </ul>



<b>Interactive Read-Aloud</b> <i>*For week 1, reference read aloud sessions in manual.</i> <i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text.  <b>Be sure to cycle through all strategies throughout the unit.</b>
	<b>Predicting:</b> When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text. <ul style="list-style-type: none"> <li>● Before Reading:               <ul style="list-style-type: none"> <li>○ Cover: Introduce and preview the book</li> </ul> </li> <li>● As you read:               <ul style="list-style-type: none"> <li>○ What do you think will happen next? Turn and talk with your partner.</li> <li>○ Did your prediction match with what you thought would happen?</li> </ul> </li> <li>● After reading:               <ul style="list-style-type: none"> <li>○ After reading this story, what do you think could happen next?</li> </ul> </li> </ul> <i>Stems for conversation:</i> <ul style="list-style-type: none"> <li>○ How would you support that prediction using text evidence?</li> <li>○ What makes you think that?</li> <li>○ What background knowledge helped you make that prediction?</li> </ul>
	<b>Connecting:</b> <ul style="list-style-type: none"> <li>● Retell and discuss what has been read so far</li> <li>● Does this sound like an experience that you have had?</li> <li>● Can you think of something that is similar to this in our world today?</li> <li>● Does this story make you think of another text?</li> </ul> <i>Stems for conversation:</i> <ul style="list-style-type: none"> <li>○ I noticed...</li> <li>○ I have a connection...</li> <li>○ This reminds me of...</li> </ul>
	<b>Questioning:</b> Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered. <ul style="list-style-type: none"> <li>● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought would happen?’</li> <li>● Stop to clarify meaning: ‘The book says _____. What does that mean? What’s happening here?’</li> <li>● Has your thinking changes since reading this part of the story?</li> </ul> <i>Stems for conversation:</i> <ul style="list-style-type: none"> <li>○ I wonder who (what, when, where, why)...?</li> <li>○ How come...?</li> <li>○ My question is...</li> </ul>

	<p><b>Visualizing:</b>  Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> <li>● What did the author say that helped you form a picture in your head?</li> <li>● After reading this, what did you see, hear, feel or smell?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I imagined...</li> <li>○ The movie in my mind shows...</li> <li>○ I can almost taste (description)...</li> </ul>
	<p><b>Inferring:</b>  The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> <li>● Authors leave clues for us as we read. Did you put them together to figure out the big idea?</li> <li>● What message do you think the author wanted you to understand?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I think what the author really means is...</li> <li>○ I think _____ because the author gave clues about...</li> <li>○ Maybe this means...</li> </ul>
	<p><b>Synthesizing:</b>  Putting all the strategies together and doing something with it.</p> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>● I really liked how the author...</li> <li>● It was interesting to learn...</li> <li>● I realized...</li> <li>● I keep thinking about _____ because the text said...</li> <li>● The most important thing I learned is...</li> </ul>
	<p><b>Retelling:</b>  A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> <li>● Tell me about the story as if I have never heard it before (BME) <ul style="list-style-type: none"> <li>○ Who are the main characters?</li> <li>○ Where did the story take place?</li> <li>○ What important details can you include in your retell?</li> <li>○ What was the problem? How was it solved?</li> <li>○ How did the story end?</li> </ul> </li> </ul>

**UNIT 3**  
**Holidays around the World: Nonfiction Preview;**  
**Word Study (*Foundations* Unit 5 & begin Unit 6)**

**Unit Goals**

At the completion of this unit, students will:

- read nonfiction and fiction books about different holidays
- understand the difference between nonfiction and fiction books
- use graphic organizers to compare/contrast and collect information about holidays around the world
- participate in collaborative conversations regarding holidays with partners
- identify different text features of nonfiction books
- continue to read independently and meet in small groups
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	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.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.1.6	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 Essential Questions

- How do I read an informational book to learn about various holidays?
- What strategies do students use while reading nonfiction text?
- How do I work with reading partners to discuss various holidays?
- How can I decode tricky words in a text?
- How can I use the text to understand the meaning of a word?

### Scope and Sequence

Suggested Countries to Visit	Suggested Holidays to Read About
Africa	Kwanzaa
China	Chinese New Year
Germany	St. Nicholas Day
India	Diwali
Israel	Hanukkah
Mexico	Las Posadas
North America	Christmas
Spain	Three Kings' Day
Sweden	St. Lucia

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

### Resources

#### Core

- Note-taking system for conferencing
- *Foundations* Level 1 manual, Wilson Language Training
- *Heggerty Phonemic Awareness*, Literacy Resources
- Reader's Notebook or folder

## Supplemental

- Chinese New Year
  - *Ruby's Chinese New Year* by Vickie Lee
  - *Bringing in the New Year* by Grace Lin
  - *Chinese New Year* by David F. Marx
  - *Lion Dancer: Ernie Wan's Chinese New Year* by Kate Waters and Madeline Slovenz-Low
  - PebbleGo articles
- Christmas
  - *Christmas around the World* by Mary D. Lankford
  - PebbleGo articles
- Diwali
  - PebbleGo articles
- Hanukkah
  - *The Story of Hanukkah* by David A. Adler
  - PebbleGo articles
- Kwanzaa
  - *K Is for Kwanzaa* by Juwanda Ford and Ken Wilson-Max
  - *The Children's Book of Kwanzaa: A Guide to Celebrating the Holiday* by Dolores Johnson
  - PebbleGo articles
- Las Posadas
  - *The Night of Las Posadas* by Tomie dePaola
- Ramadan
  - *Max Celebrates Ramadan* by Adria F. Worsham
  - PebbleGo articles
- St. Lucia
  - PebbleGo articles
- St. Nicholas Day
  - *Saint Nicholas* by Ida Bohatta
- Three Kings' Day
  - *The Story of the Three Wise Kings* by Tomie dePaola
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- *Everybody Cooks Rice* by Norah Dooley

## **Time Allotment**

- December

<b>Phonological/Phonemic Awareness: <i>Heggerty</i></b> <b>Time Allotment: December</b>	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 13-15	<ul style="list-style-type: none"> <li>● Blend: 4+ Phonemes</li> <li>● Phoneme Isolation: Medial Phoneme/Vowel &amp; Phoneme Isolation</li> <li>● Segment: Words into 4+ Phonemes</li> <li>● Add: Initial Phoneme of a Blend</li> <li>● Delete: Initial Phoneme of a Blend</li> <li>● Substitute: Initial Phoneme &amp; Initial of a Blend</li> </ul>

<b>Word Study: <i>Foundations</i></b> <b>Time Allotment: December</b>		
Unit	Topic	Time Allocation
5	<ul style="list-style-type: none"> <li>● Glued sounds: <i>am, an</i></li> <li>● Reading with accuracy and prosody</li> <li>● High-frequency (trick/snap) words: <i>from, have, do, does</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks</li> </ul>
6 Week 1 & 2	<ul style="list-style-type: none"> <li>● Suffix: <i>-s</i>, pluralization</li> <li>● Narrative vs. informational</li> <li>● Reading with accuracy and prosody</li> <li>● High-frequency words: <i>were, are, who, what, when, where, there, here</i></li> </ul>	<ul style="list-style-type: none"> <li>● 3 weeks</li> </ul> *After break, review previously taught skills before new content

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Test for *Foundations* Unit 5

<b>Shared Reading</b> <i>*Reference shared reading sessions in manual &amp; additional in grade level shared drive</i>	
3 Days/week	Focus
1	<ul style="list-style-type: none"> <li>● Warm Up: poetry, rhyme, song</li> <li>● Book intro</li> <li>● Vocab intro</li> <li>● Tricky word work (V-SM)</li> <li>● Story Elements/Retell</li> </ul>

2	<ul style="list-style-type: none"> <li>● Reread book</li> </ul> <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> <li>● Focus on cross checking and self-monitoring (with and without mistakes)</li> <li>● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)</li> </ul>
3	<ul style="list-style-type: none"> <li>● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print)</li> <li>● Comprehension (put together all you have worked on to read accurately and fluently with understanding)</li> </ul>

<b>Interactive Read-Aloud</b> <i>*For week 1, reference read aloud sessions in manual.</i> <i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
2 Days/week	Focus
	Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text.  <b>Be sure to cycle through all strategies throughout the unit.</b>
	<p><b>Predicting:</b>            When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text.</p> <ul style="list-style-type: none"> <li>● Before Reading:               <ul style="list-style-type: none"> <li>○ Cover: Introduce and preview the book</li> <li>○ KWL discussion: Do you know anything about this topic? What do you want to learn?</li> <li>○ What do you think we will learn about this topic? Turn and talk with your partner.</li> </ul> </li> <li>● As you read:               <ul style="list-style-type: none"> <li>○ Preview photographs and text features</li> <li>○ Did your prediction match with what you thought would happen?</li> </ul> </li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ How would you support that prediction using text evidence?</li> <li>○ What makes you think that?</li> <li>○ What background knowledge helped you make that prediction?</li> </ul>
	<p><b>Connecting:</b></p> <ul style="list-style-type: none"> <li>● Retell and discuss what has been read so far</li> <li>● Does this sound like an experience that you have had?</li> <li>● Can you think of something that is similar to this in our world today?</li> <li>● Does this story make you think of another text?</li> <li>● Where could you get more information on this topic?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I noticed...</li> <li>○ I have a connection...</li> <li>○ This reminds me of...</li> </ul>



	<p><b>Questioning:</b> Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered.</p> <ul style="list-style-type: none"> <li>● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought you’d learn?’</li> <li>● Stop to clarify the meaning: ‘The book says _____. What does that mean? What’s happening here?’</li> <li>● Has your thinking changed since reading this part of the book?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I wonder...</li> <li>○ How come...?</li> <li>○ My question is...</li> </ul>
	<p><b>Visualizing:</b> Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> <li>● What did the author say that helped you form a picture in your head?</li> <li>● After reading this, what did you see, hear, feel or smell?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I imagined...</li> <li>○ The movie in my mind shows...</li> <li>○ I can almost taste (description)...</li> </ul>
	<p><b>Inferring:</b> The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> <li>● Authors leave clues for us as we read. Did you put them together to figure out the big idea?</li> <li>● What information does the author want you to understand?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I think what the author really means is...</li> <li>○ I think _____ because the author gave clues about...</li> <li>○ Maybe this means...</li> </ul>
	<p><b>Synthesizing:</b> Putting all the strategies together and doing something with it.</p> <ul style="list-style-type: none"> <li>● What important information did you learn?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>● I really liked how the author...</li> <li>● It was interesting to learn...</li> <li>● I realized...</li> <li>● I keep thinking about _____ because the text said...</li> <li>● The most important thing I learned is...</li> </ul>
	<p><b>Retelling:</b> A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> <li>● Tell me about the text as if I have never heard it before <ul style="list-style-type: none"> <li>○ What is the main idea?</li> <li>○ Name 3 important details from the text</li> </ul> </li> </ul>

## UNIT 4

### Learning about the World: Reading Nonfiction; Word Study (*Foundations* Units 6, 7 & 8)

#### Unit Goals

At the completion of this unit, students will:

- read and understand nonfiction books about different topics
- identify and use text features of nonfiction books to learn more
- determine important information including main idea and details (facts)
- participate in collaborative conversations with partners to share learned information
- use content vocabulary words to share their understanding
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables,

	and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	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.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and

content, choosing flexibly from an array of strategies.

CCSS.ELA-Literacy.L.1.6

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 Essential Questions**

- How do I read an informational book to learn about my topic?
- What strategies do I use while reading nonfiction text?
- How do I work with reading partners to apply reading strategies?
- How can I decode tricky words in a text?
- How can I use the text to understand the meaning of a word?
- How can I read aloud like an expert reader?

**Scope and Sequence**

<b>Learning about the World: Reading Nonfiction</b>			
<b>Time Allotment: January-February</b>			
	<b>Reading Workshop</b>	<b>Interactive Read-Aloud</b>	<b>Shared Reading</b>
Prior to Unit	<ul style="list-style-type: none"> <li>● Gather a variety of high-interest informational books spanning your students’ just-right levels and text sets on the same topic</li> <li>● Collect texts for mini-lessons and guided reading</li> </ul>	See table on pg. 41-42 <i>of this document</i> for planning and focus of lessons.	
Lesson 1	<ul style="list-style-type: none"> <li>● <u>Session 1</u>: Getting Started as a Nonfiction Reader (p. 2); <i>Hang on, Monkey!</i></li> <li>● <u>Teaching Point</u>: Take a sneak peek to start learning.</li> <li>● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>		
Lesson 2	<ul style="list-style-type: none"> <li>● <u>Session 2</u>: Studying One Page Can Teach So Much (p. 8)</li> <li>● <u>Teaching Point</u>: Stop and study each page.</li> <li>● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>		
Lesson 3	<ul style="list-style-type: none"> <li>● <u>Session 3</u>: Readers Learn More by Chatting about What’s Happening (p. 15)</li> <li>● <u>Teaching Point</u>: Chat about a page or the book</li> <li>● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>		

Lesson 4	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Readers reread to Make Sure They Understand Their Books (p. 22)</li> <li>● <u>Teaching Point</u>: What have I learned about this topic? Am I smarter about the topic now? Look back and remember all that the book has taught me.</li> <li>● <u>Note</u> p. 23, “Did I <u>RETELL</u> well?”</li> <li>● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Working on Fluency, Including Stress and Intonation (p. 28)</li> <li>● <u>Teaching Point</u>: Make your voice sound smooth and lively!</li> <li>● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>● <u>Session 6</u>: A Celebration of Learning (p. 35)</li> <li>● <u>Teaching Point</u>: Readers talk about their nonfiction topics with partners.</li> <li>● <u>Share</u>: See p. 40; students can jot goals quickly on Post-its or index cards</li> </ul>

<b>Bend II: Tackling Super Hard Words in Order to Keep Learning</b>	
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: Readers Don’t Let Hard Words Get in Their Way (p. 42)</li> <li>● <u>Teaching Point</u>: Readers use everything they know to solve tricky words.</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 8</u>: Crashing Word Parts Together to Solve the Whole Word (p. 49)</li> <li>● <u>Teaching Point</u>: Crash the parts together!</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Readers Check that the Words They Read Look Right and Make Sense (p. 56)</li> <li>● <u>Teaching Point</u>: Do a <u>slow</u> check.</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Readers Learn New Words as They Read (p. 60)</li> <li>● <u>Teaching Point</u>: Say the word the best you can. Think about what it means.</li> <li>● <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Readers Find and Think about Key Words (p. 65)</li> <li>● <u>Teaching Point</u>: Find and think about key words.</li> <li>● <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>● <u>Session 12</u>: Rereading a Page to Find the Just-Right Sound (p. 73)</li> <li>● <u>Teaching Point</u>: Readers of nonfiction read and reread the pages of their books to find just the right way each page should sound. Try scooping the word two different ways.</li> </ul>

<b>Bend III: Reading Aloud like Experts</b>	
Prior to Lesson 13	<ul style="list-style-type: none"> <li>● Gather <i>Hang on, Monkey!</i> (for Session 13), <i>Owls</i> (for Sessions 14-18), and <i>Sharks</i> (for Session 15)</li> <li>● Review “GETTING READY” for every session</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: Finding Interesting Things to Share (p. 78)</li> <li>● <u>Teaching Point</u>: Mark pages where you found something interesting or important.</li> <li>● <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Reading with Feeling (p. 85)</li> <li>● <u>Teaching Point</u>: Show the feeling in each part!</li> <li>● <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>● <u>Session 15</u>: Reading like a Writer (p. 91)</li> <li>● <u>Teaching Point</u>: Study all the parts you find interesting and important, thinking not just like a reader, but also like a writer.</li> <li>● <u>See</u> “Link” for additional teaching point</li> <li>● <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 16</u>: Readers Plan to Talk and Think about Key Words (p. 98)</li> <li>● <u>Teaching Point</u>: Explain and think about key words.</li> <li>● <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Using Drama to Bring Your Read-Aloud to Life (p. 102)</li> <li>● <u>Teaching Point</u>: Use drama to bring the topic to life!</li> <li>● <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>● <u>Session 18</u>: A Celebration of Reading to Learn about the World (p. 108)</li> <li>● <u>Teaching Point</u>: Read your books aloud like experts!</li> <li>● <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>

### **Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

### Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal Reading Records utilizing the Fountas & Pinnell Benchmark Assessments

**Resources**

Core

- *Learning about the World: Reading Nonfiction* (Grade 1, Unit 2)
- *Foundations* Level 1 manual, Wilson Language Training
- *Heggerty Phonemic Awareness*, Literacy Resources
- *Hang on, Monkey!* by Susan B. Neuman
- *I Want to be a Doctor* by Dan Liebman
- *Owls* by Mary R. Dunn
- *Sharks!* by Anne Schreiber
- *Super Storms* by Seymour Simon
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *The Thing About Bees: A Love Letter* by Shabazz Larkin
- *A Harbor Seal Pup Grows Up* by Joan Hewett
- *A Kangaroo Joey Grows Up* by Joan Hewett
- *A Day at the Firehouse* by Giovanni Caviezel
- *Tuti’s Play* by Jan Reynolds
- Wild Kratts. “Spirit Bear.” <http://pbskids.org/wildkratts/videos/>. Web.
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

<b>Phonological/Phonemic Awareness: <i>Heggerty</i></b>	
<b>Time Allotment: January-February</b>	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 16-21	<ul style="list-style-type: none"> <li>● Blend: 4+ Phonemes</li> <li>● Phoneme Isolation: Medial Phoneme Isolation</li> <li>● Segment: Words into 4+ Phonemes</li> <li>● Add: Final Phoneme &amp; (Within word) 2nd Phoneme of Blend</li> <li>● Delete: Final Phoneme &amp; (Within word) 2nd Phoneme of Blend</li> <li>● Substitute: Final Phoneme, (With word) Vowels, 2nd Phoneme of Blend</li> </ul>



<b>Word Study: <i>Foundations</i></b> <b>Time Allotment: January-February</b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
<u>Note:</u> Vowel team charts should be reviewed daily by this point.		
6 Review & Week 3	<ul style="list-style-type: none"> <li>● Suffix: -s, pluralization</li> <li>● Narrative vs. informational</li> <li>● Reading with accuracy and prosody</li> <li>● High-frequency (sight) words: <i>were, are, who, what, when, where, there, here</i></li> </ul>	<ul style="list-style-type: none"> <li>● 3 weeks</li> <li>*Review previously taught skills before new content</li> </ul>
7	<ul style="list-style-type: none"> <li>● Glued sounds: <i>ang, ing, ong, ung, ank, ink, onk, unk</i></li> <li>● Blending <i>nk</i> &amp; <i>ng</i></li> <li>● Narrative vs. informational</li> <li>● Reading with accuracy and prosody</li> <li>● High-frequency (sight) words: <i>why, by, my, try, put, two, too, very, also, some, come</i></li> </ul>	<ul style="list-style-type: none"> <li>● 3 weeks</li> </ul>
8	<ul style="list-style-type: none"> <li>● Consonant blend and digraph blends</li> <li>● Reading 4 sounds</li> <li>● Suffix -s</li> <li>● <i>r</i>-controlled: <i>ar, or, er, ir, ur</i></li> <li>● Reading with accuracy and prosody</li> <li>● High-frequency (sight) words: <i>would, could, should, her, over, number</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 6, 7 & 8

<b>Shared Reading</b>	
<i>*Reference shared reading sessions in manual &amp; additional in grade level shared drive</i>	
<b>3 Days/week</b>	<b>Focus</b>
1	<ul style="list-style-type: none"> <li>● Warm Up: poetry, rhyme, song</li> <li>● Book intro</li> <li>● Vocab intro</li> <li>● Tricky word work (V-SM)</li> <li>● Story Elements/Retell</li> </ul>
2	<ul style="list-style-type: none"> <li>● Reread book</li> </ul> <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> <li>● Focus on cross checking and self-monitoring (with and without mistakes)</li> <li>● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)</li> </ul>
3	<ul style="list-style-type: none"> <li>● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print)</li> <li>● Comprehension (put together all you have worked on to read accurately and fluently with understanding)</li> </ul>

<b>Interactive Read-Aloud</b>	
<i>*For week 1, reference read aloud sessions in manual. For subsequent weeks, reference the Heinemann teacher resources website.</i>	
<b>2 Days/week</b>	<b>Focus</b>
	<p>Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text.</p> <p><b>Be sure to cycle through all strategies throughout the unit.</b></p>
	<p><b>Predicting:</b> When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text.</p> <ul style="list-style-type: none"> <li>● Before Reading: <ul style="list-style-type: none"> <li>○ Cover: Introduce and preview the book</li> <li>○ KWL discussion: Do you know anything about this topic? What do you want to learn?</li> <li>○ What do you think we will learn about this topic? Turn and talk with your partner.</li> </ul> </li> <li>● As you read: <ul style="list-style-type: none"> <li>○ Preview photographs and text features</li> <li>○ Did your prediction match with what you thought would happen?</li> </ul> </li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ How would you support that prediction using text evidence?</li> <li>○ What makes you think that?</li> <li>○ What background knowledge helped you make that prediction?</li> </ul>

	<p><b>Connecting:</b></p> <ul style="list-style-type: none"> <li>● Retell and discuss what has been read so far</li> <li>● Does this sound like an experience that you have had?</li> <li>● Can you think of something that is similar to this in our world today?</li> <li>● Does this story make you think of another text?</li> <li>● Where could you get more information on this topic?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I noticed...</li> <li>○ I have a connection...</li> <li>○ This reminds me of...</li> </ul>
	<p><b>Questioning:</b></p> <p>Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered.</p> <ul style="list-style-type: none"> <li>● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought you’d learn?’</li> <li>● Stop to clarify meaning: ‘The book says _____. What does that mean? What’s happening here?’</li> <li>● Has your thinking changes since reading this part of the book?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I wonder...</li> <li>○ How come...?</li> <li>○ My question is...</li> </ul>
	<p><b>Visualizing:</b></p> <p>Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> <li>● What did the author say that helped you form a picture in your head?</li> <li>● After reading this, what did you see, hear, feel or smell?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I imagined...</li> <li>○ The movie in my mind shows...</li> <li>○ I can almost taste (description)...</li> </ul>
	<p><b>Inferring:</b></p> <p>The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> <li>● Authors leave clues for us as we read. Did you put them together to figure out the big idea?</li> <li>● What information does the author want you to understand?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I think what the author really means is...</li> <li>○ I think _____ because the author gave clues about...</li> <li>○ Maybe this means...</li> </ul>

	<p><b>Synthesizing:</b>  Putting all the strategies together and doing something with it.</p> <ul style="list-style-type: none"> <li>● What important information did you learn?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>● I really liked how the author...</li> <li>● It was interesting to learn...</li> <li>● I realized...</li> <li>● I keep thinking about _____ because the text said...</li> <li>● The most important thing I learned is...</li> </ul>
	<p><b>Retelling:</b>  A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> <li>● Tell me about the text as if I have never heard it before <ul style="list-style-type: none"> <li>○ What is the main idea?</li> <li>○ Name 3 important details from the text</li> </ul> </li> </ul>

## UNIT 5

### Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension; Word Study (*Foundations* Units 9 & 10)

#### Unit Goals

At the completion of this unit, students will:

- strengthen their ability to monitor their reading
- self-correct their reading for errors
- develop efficient strategies for word decoding
- develop comprehension skills in longer texts
- strengthen fluency skills while reading aloud to a partner
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.1.6	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., <i>because</i> ).

## Unit Essential Questions

- How can I monitor my own reading?
- How can I read tricky words?
- How can I use tools to help me understand my book?
- How can I make my reading sound fluent?

## Scope and Sequence

Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension			
Time Allotment: March-mid April			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> <li>● Gather a variety of high-interest books spanning your students’ just-right levels.</li> <li>● For charts, from the start of the unit you’ll find yourself referencing “Good Habits for Solving Hard Words” and “Reading Partners Work Together.” As you move through the unit, you’ll revise these charts, removing strategies and behaviors the students know by heart and adding new ones as their learning grows.</li> </ul>	<p>See pg. 52-53 of <i>this document</i> for planning and focus of lessons.</p>	
Bend I: Readers Have Important Jobs to Do			
Lesson 1	<ul style="list-style-type: none"> <li>● <u>Use</u> <i>The Dinosaur Chase</i> for Bend I.</li> <li>● <u>Session 1</u>: You Be the Boss! Readers Say, “I Can Do This!” (p. 2)</li> <li>● <u>Teaching Point</u>: Stop at the first sign of trouble and try something.</li> <li>● <u>Chart</u>: “Be the Boss of Your Reading!”</li> </ul> <p>**Note: Readers should not use pictures as a reading strategy but to support cross-checking.</p>		
Lesson 2	<ul style="list-style-type: none"> <li>● <u>Session 2</u>: Readers Use <i>Everything They Know</i> to Solve a Word (p. 10)</li> <li>● <u>Teaching Point</u>: Try something ELSE to get the job done.</li> <li>● <u>Chart</u>: “Be the Boss of Your Reading!”</li> </ul>		



Lesson 3	<ul style="list-style-type: none"> <li>● <u>Session 3</u>: Readers “Check It!” to Self-Monitor (p. 17)</li> <li>● <u>Teaching Point</u>: Check it. Do a triple- check!</li> <li>● <u>Chart</u>: “Be the Boss of Your Reading!”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Readers Make a Plan (p. 25)</li> <li>● <u>Teaching Point</u>: Readers think, “What do I do a lot? What can I do even more?” and then they plan to be the best they can be.</li> <li>● <u>Chart</u>: “Be the Boss of Your Reading!”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Readers Get Help When They Need It (p. 27)</li> <li>● <u>Teaching Point</u>: Partners work together to solve hard problems.</li> <li>● <u>Chart</u>: “Reading Partners Work Together”</li> </ul>
<b>Bend II: Readers Add New Tools to Read Hard Words</b>	
Lesson 6	<ul style="list-style-type: none"> <li>● <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II.</li> <li>● <u>Session 6</u>: Readers Think about the Story to Problem-Solve Words (p. 36)</li> </ul> <p>**Note: Use V-MS</p> <ul style="list-style-type: none"> <li>● <u>Teaching Point</u>: Think about what’s happening.</li> <li>● <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: Readers Think about What Kind of Word Would Fit (p. 43)</li> <li>● <u>Teaching Point</u>: Think what kind of word would fit. What would sound right? What kind of word would fit here?</li> <li>● <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 8</u>: Readers Slow Down to Break Up Long Words (p. 50)</li> <li>● <u>Teaching Point</u>: Read the word part by part.</li> <li>● <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Readers Use Words They Know to Solve Words They Don’t Know (p. 58)</li> <li>● <u>Teaching Point</u>: Use a word that you do know to figure out a word that you don’t know.</li> <li>● <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Readers Try Sounds Many Ways to Figure Out Words (p. 66)</li> <li>● <u>Teaching Point</u>: Try it many ways.</li> <li>● <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>

Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Readers Use Sight Words to Read Fluently (p. 69)</li> <li>● <u>Teaching Point</u>: Check if it's a snap word!</li> <li>● <u>Chart</u>: "Tools for Solving and Checking Hard Words"</li> </ul>
<b>Bend III: Readers Use Tools to <i>Understand</i> Their Books</b>	
Lesson 12	<ul style="list-style-type: none"> <li>● <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II.</li> <li>● <u>Session 12</u>: Readers Work to Understand, Rereading If They Don't Get It (p. 76)</li> <li>● <u>Teaching Point</u>: Readers check for understanding, and if they don't understand, they go back and reread.</li> <li>● <u>Chart</u>: "Tools for Understanding Our Books"</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: Readers Make Mind Movies to Picture What's Happening (p. 82)</li> <li>● <u>Teaching Point</u>: Make a movie to picture what's happening.</li> <li>● <u>Chart</u>: "Tools for Understanding Our Books"</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Readers Keep Track of Who's Talking as They Read (p. 88)</li> <li>● <u>Teaching Point</u>: Keep track of who's talking!</li> <li>● <u>Chart</u>: "Tools for Understanding Our Books"</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>● <u>Session 15</u>: Readers Don't Just <i>Read</i> Words, They <i>Understand</i> Words (p. 91)</li> <li>● <u>Teaching Point</u>: When you come to a word that you don't know, say the word the best you can, and think about what it means.</li> <li>● <u>Chart</u>: "Tools for Understanding Our Books"</li> </ul>

<b>Bend IV: Readers Use Everything They Know to Get the Job Done</b>	
Lesson 16	<ul style="list-style-type: none"> <li>● <u>Use <i>Tumbleweed Stew</i></u> for Bend IV.</li> <li>● <u>Session 16</u>: Readers Use Everything They Know to Get the Job Done <i>Quickly!</i> (p. 100)</li> <li>● <u>Teaching Point</u>: While reading, use everything you know, quickly!</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Readers Investigate Ways to Make Their Reading Sound Great (p. 106)</li> <li>● <u>Inquiry Question</u>: What does this reader do that I can try, too, to make my reading sound really great?</li> <li>● <u>Chart</u>: "Ways to Sound Like a Reading Star!"</li> </ul>

Lesson 18	<ul style="list-style-type: none"> <li>● <u>Session 18</u>: Partners Work Together to Make Their Reading Sound Its Very Best (p. 112)</li> <li>● <u>Teaching Point</u>: To read your very best, it helps to have an audience.</li> </ul>
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### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- For students not meeting the January Benchmark, Formal Reading Records utilizing the Fountas & Pinnell Benchmark Assessments

### Resources

#### Core

- *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension* (Grade 1, Unit 3)
- *The Dinosaur Chase* by Hugh Price
- *Frog and Toad Are Friends* by Arnold Lobel
- *Tumbleweed Stew* by Susan Stevens Crummel
- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky
- Note-taking system for conferencing
- Reader’s Notebook or Folder

#### Supplemental

- *A Visitor for Bear* by Bonny Becker
- *Chester’s Way* by Kevin Henkes
- *George and Martha* by James Marshall
- *Henry and Mudge* by Cynthia Rylant
- *Poppleton* by Cynthia Rylant

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

<b>Phonological/Phonemic Awareness: <i>Heggerty</i></b> <b>Time Allotment: March-mid April</b>	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 22-26	<ul style="list-style-type: none"> <li>• Blend: 4+ Phonemes</li> <li>• Segment: Words into 4+ Phonemes &amp; Intervention Phonemes</li> <li>• Add: (Within word) 2nd Phoneme of Blend &amp; Intervention Initial Phonemes</li> <li>• Delete: (Within word) 2nd Phoneme of Blend &amp; Intervention Initial Phonemes</li> <li>• Substitute: (With word) Vowels, 2nd Phoneme of Blend &amp; Intervention Initial Phonemes</li> </ul>

<b>Word Study: <i>Foundations</i></b> <b>Time Allotment: March-mid April</b>		
Unit	Topic	Time Allocation
9	<ul style="list-style-type: none"> <li>• Closed-syllable vowel teams: <i>ai, ay, ee, ea, ey, oi, oy</i></li> <li>• Narrative vs. informational</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>say, says, see, between, each</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>
10	<ul style="list-style-type: none"> <li>• Suffixes: <i>-s, -ed, -ing</i></li> <li>• Vowel teams: <i>oa, oe, ow, ou, oo, ue, ew, au, aw</i></li> <li>• Words with 5 sounds</li> <li>• Narrative vs. informational</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>any, many, how, now, down, out, about, our</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3 weeks</li> </ul>

### **Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 9 & 10

<b>Shared Reading</b>	
<i>*Reference shared reading sessions in manual &amp; additional in grade level shared drive</i>	
<b>3 Days/week</b>	<b>Focus</b>
1	<ul style="list-style-type: none"> <li>• Warm Up: poetry, rhyme, song</li> <li>• Book intro</li> <li>• Vocab intro</li> <li>• Tricky word work (V-SM)</li> <li>• Story Elements/Retell</li> </ul>
2	<ul style="list-style-type: none"> <li>• Reread book</li> </ul> <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> <li>• Focus on cross checking and self-monitoring (with and without mistakes)</li> <li>• Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print)</li> <li>• Comprehension (put together all you have worked on to read accurately and fluently with understanding)</li> </ul>

<b>Interactive Read-Aloud</b>	
<i>*For week 1, reference read aloud sessions in manual.</i>	
<i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
<b>2 Days/week</b>	<b>Focus</b>
	<p>Select a variety of comprehension strategies for each interactive read aloud based on student needs and characteristics of the text.</p> <p><b>Be sure to cycle through all strategies throughout the unit.</b></p>
	<p><b>Predicting:</b> When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text.</p> <ul style="list-style-type: none"> <li>• Before Reading:             <ul style="list-style-type: none"> <li>○ Cover: Introduce and preview the book</li> </ul> </li> <li>• As you read:             <ul style="list-style-type: none"> <li>○ What do you think will happen next? Turn and talk with your partner.</li> <li>○ Did your prediction match with what you thought would happen?</li> </ul> </li> <li>• After reading:             <ul style="list-style-type: none"> <li>○ After reading this story, what do you think could happen next?</li> </ul> </li> </ul>

	<p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ How would you support that prediction using text evidence?</li> <li>○ What makes you think that?</li> <li>○ What background knowledge helped you make that prediction?</li> </ul>
	<p><b>Connecting:</b></p> <ul style="list-style-type: none"> <li>● Retell and discuss what has been read so far</li> <li>● Does this sound like an experience that you have had?</li> <li>● Can you think of something that is similar to this in our world today?</li> <li>● Does this story make you think of another text?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I noticed...</li> <li>○ I have a connection...</li> <li>○ This reminds me of...</li> </ul>
	<p><b>Questioning:</b></p> <p>Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered.</p> <ul style="list-style-type: none"> <li>● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought would happen?’</li> <li>● Stop to clarify meaning: ‘The book says _____. What does that mean? What’s happening here?’</li> <li>● Has your thinking changes since reading this part of the story?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I wonder who (what, when, where, why)...?</li> <li>○ How come...?</li> <li>○ My question is...</li> </ul>
	<p><b>Visualizing:</b></p> <p>Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> <li>● What did the author say that helped you form a picture in your head?</li> <li>● After reading this, what did you see, hear, feel or smell?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I imagined...</li> <li>○ The movie in my mind shows...</li> <li>○ I can almost taste (description)...</li> </ul>
	<p><b>Inferring:</b></p> <p>The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> <li>● Authors leave clues for us as we read. Did you put them together to figure out the big idea?</li> <li>● What message do you think the author wanted you to understand?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I think what the author really means is...</li> <li>○ I think _____ because the author gave clues about...</li> <li>○ Maybe this means...</li> </ul>

	<p><b>Synthesizing:</b>  Putting all the strategies together and doing something with it.  <i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>● I really liked how the author...</li> <li>● It was interesting to learn...</li> <li>● I realized...</li> <li>● I keep thinking about _____ because the text said...</li> <li>● The most important thing I learned is...</li> </ul>
	<p><b>Retelling:</b>  A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"> <li>● Tell me about the story as if I have never heard it before (BME) <ul style="list-style-type: none"> <li>○ Who are the main characters?</li> <li>○ Where did the story take place?</li> <li>○ What important details can you include in your retell?</li> <li>○ What was the problem? How was it solved?</li> <li>○ How did the story end?</li> </ul> </li> </ul>

## UNIT 6

### Meeting Characters and Learning Lessons: A Study of Story Elements; Word Study (*Foundations* Units 11, 12, 13, & introduce 14)

#### Unit Goals

At the completion of this unit, students will:

- use pictures and details to envision what’s happening and where the story takes place.
- learn that characters are the most important ingredient in any story.
- learn that books teach little life lessons.
- grow opinions about books.
- participate in daily phonological awareness activities.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.



CCS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.W.1.1	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.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.1.6	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 Essential Questions

- What do readers do to retell a story?
- How do I get to know a character better?
- How do readers find clues in the text to show characters’ feelings?
- How do characters’ feelings change in the story?
- What life lessons do readers learn from books?

### Scope and Sequence

Meeting Characters and Learning Lessons: A Study of Story Elements Time Allotment: mid April-June			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> <li>● Pull from your classroom library beloved character book series.</li> <li>● Prepare retell booklets (see p. xiii), craft sticks for talk tools, and director’s tools. Online resources are available.</li> </ul>	Please see pg.75-76 of <i>this document</i> for planning and focus of these lessons.	
Bend I: Going on Reading Adventures			
Lesson 1	<ul style="list-style-type: none"> <li>● <u>Use <i>Iris and Walter and the Field Trip</i></u> for Bend I.</li> <li>● <u>Session 1, Day 1: Readers Preview Stories to Get Ready for Reading Adventures</u> (p. 2)</li> <li>● <u>Teaching Point:</u> Readers take a sneak peak to find out where they will go and what they will do.</li> <li>● <u>Chart:</u> “Off We Go! Readers Go on Adventures!”</li> </ul>		
Lesson 2	<ul style="list-style-type: none"> <li>● <u>Session 1, Day 2: Readers Preview Stories to Get Ready for Reading Adventures</u> (p. 2)</li> <li>● <u>Teaching Point:</u> Readers need to use the pictures and words to keep track of the setting (where and when) of each part of the story.</li> <li>● <u>See Share</u>, p. 8.</li> <li>● <u>Chart:</u> “Off We Go! Readers Go on Adventures!”</li> </ul>		

Lesson 3	<ul style="list-style-type: none"> <li>● <u>Session 2</u>: Readers Use the Storyline to Predict (p. 10)</li> <li>● <u>Teaching Point</u>: Readers look ahead and imagine what’s next and think about what has already happened to make a prediction.</li> <li>● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>● <u>Session 3</u>: Readers Retell to Retain the Story (p. 16)</li> <li>● <u>Teaching Point</u>: Marking important parts will help you retell what happened.</li> <li>● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Readers Revisit Books to Notice More (p. 22)</li> <li>● <u>Teaching Point</u>: Readers know they can go back to the same place, page, and reading adventure to see something new by rereading.</li> <li>● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Readers Reread to Notice Pages that Go Together (p. 28)</li> <li>● <u>Teaching Point</u>: Readers reread to notice how parts go together.</li> <li>● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>

<b>Bend II: Studying Characters in Books</b>	
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Use <i>Mr. Putter &amp; Tabby Drop the Ball</i></u> for Bend II.</li> <li>● <u>Session 6</u>: Learning about the Main Character (p. 32)</li> <li>● <u>Teaching Point</u>: Characters are the most important ingredient in any story, so readers pay attention to details to learn all they can about them.</li> <li>● <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: Readers Learn about Characters by Noticing Their Relationships (p. 38)</li> <li>● <u>Teaching Point</u>: Readers don’t just get to know the character who is the star of the story. They get to know other characters too.</li> <li>● <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 8</u>: Rereading to Learn More about Characters (p. 45)</li> <li>● <u>Teaching Point</u>: Readers reread to notice new details about their character.</li> <li>● <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>

Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Readers Become the Character (p. 51)</li> <li>● <u>Teaching Point</u>: Readers change their voices to take on what the character is feeling and bring the characters to life.</li> <li>● <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Characters’ Feelings Change, and So Do Readers’ Voices (p. 54)</li> <li>● <u>Teaching Point</u>: Readers expect a character’s voice to change across the story, and when the character’s feelings change, readers take action.</li> <li>● <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Clues Help Readers Know <i>How</i> to Read a Story (p. 61)</li> <li>● <u>Teaching Point</u>: Readers use clues in the text to read the text the way the author wants them to.</li> <li>● <u>Chart</u>: Inquiry chart with blank Post- its</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>● <u>Session 12</u>: Readers Reread to Smooth out Their Voices and Show Big Feelings (p. 67)</li> <li>● <u>Teaching Point</u>: Readers reread to find new details, learn more about their characters, and make their voices smoother.</li> </ul>

<b>Bend III: Learning Important Lessons</b>	
Prior to Lesson 14	<ul style="list-style-type: none"> <li>● Gather a collection of familiar books. Place a piece of paper in each one with the book’s life lesson.</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: Discovering the Lessons Familiar Stories Teach (p. 70)</li> <li>● <u>Teaching Point</u>: When readers open up a story, there’s a little life lesson.</li> <li>● <u>Chart</u>: “Readers Learn Lessons”</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Readers Always Keep Life Lessons in Mind (p. 77)</li> <li>● <u>Teaching Point</u>: Readers think about the lessons when they start reading a new book.</li> <li>● <u>Chart</u>: “Readers Learn Lessons”</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 15</u>: Readers Make Comparisons (p. 83)</li> <li>● <u>Teaching Point</u>: Readers compare and contrast books.</li> <li>● <u>Chart</u>: “Readers Learn Lessons”</li> </ul>

Lesson 17	<ul style="list-style-type: none"> <li>● <u>Session 16</u>: Readers Group Books by the Lessons They Teach (p. 89)</li> <li>● <u>Teaching Point</u>: When readers compare books, they realize they reach similar lessons.</li> </ul>
<b>Bend IV: Growing Opinions about Books</b>	
Lesson 18	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Readers Share Their Opinions about Books (p. 96)</li> <li>● <u>Teaching Point</u>: Readers who know books have strong opinions. Readers don't keep those opinions to themselves; they recommend the books they love the most.</li> </ul>
Lesson 19	<ul style="list-style-type: none"> <li>● <u>Session 18</u>: Readers Rehearse What They Will Say (p. 102)</li> <li>● <u>Teaching Point</u>: Rehearsing makes your speaking voices smoother.</li> </ul>

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

### Resources

#### Core

- *Meeting Characters and Learning Lessons: A Study of Story Elements* (Grade 1, Unit 4)
- *Iris and Walter and the Field Trip* by Elissa Haden Guest
- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yett
- *Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant
- *George and Martha: One More Time* by James Marshall
- Note-taking system for conferencing
- Reader's Notebook or Folder

#### Supplemental

- *Jabari Jumps* by Gaia Cornwall
- *Jabari Tries* by Gaia Cornwall
- *Pancakes for Breakfast* by Tomie dePaola
- *The Carrot Seed* by Ruth Krauss
- *The Ghost-Eye Tree* by Bill Martin, Jr. and John Archambault
- *Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin

- *Curious George Gets a Medal* by H.A. Rey
- *Poppleton* by Cynthia Rylant
- *No, David!* by David Shannon
- *The Tenth Good Thing about Barney* by Judith Viorst
- *Fly Guy* series by Tedd Arnold
- *Ivy and Bean* series by Annie Barrows
- *Amber Brown* series by Paula Danziger
- *Houndsley and Catina* series by James Howe
- *Pinky and Rex* series by James Howe
- *Frog and Toad* series by Arnold Lobel
- *Little Critter* series by Mercer Mayer
- *Magic Tree House* series by Mary Pope Osborne
- *Henry and Mudge* series by Cynthia Rylant
- *Marvin Redpost* series by Louis Sachar
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

<b>Phonological/Phonemic Awareness: <i>Heggerty</i></b>	
<b>Time Allotment: mid April-mid May</b>	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 27-30	<ul style="list-style-type: none"> <li>● Blend: Intervention Phonemes &amp; Syllables</li> <li>● Segment: Intervention Phonemes &amp; Syllables</li> <li>● Add: Intervention Initial &amp; Final Phonemes and Within words</li> <li>● Delete: Intervention Initial &amp; Final Phonemes and Within words</li> <li>● Substitute: Intervention Initial &amp; Final Phonemes and Vowels</li> </ul>

<b>Word Study: <i>Fundations</i></b>		
<b>Time Allotment: mid April-June</b>		
Unit	Topic	Time Allocation
11	<ul style="list-style-type: none"> <li>● vowel-consonant-<i>e</i></li> <li>● Long vowels</li> <li>● Narrative vs. informational</li> <li>● Reading with accuracy and prosody</li> <li>● High-frequency (sight) words: <i>friend, other, another, none, nothing</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks</li> </ul>

12	<ul style="list-style-type: none"> <li>● Concept of a syllable in a multisyllabic word</li> <li>● Compound words</li> <li>● Paragraph structure</li> <li>● Words with two closed syllables</li> <li>● Reading with accuracy and prosody</li>   <li>● High-frequency (sight) words: <i>people, month, little, been, own, want, Mr., Mrs.</i></li> </ul>	<ul style="list-style-type: none"> <li>● 3 weeks</li> </ul>
13	<ul style="list-style-type: none"> <li>● Suffixes: <i>-s, -ed, -ing</i></li> <li>● Multisyllabic words</li> <li>● Suffixes added to base words with closed syllable</li> <li>● Paragraph structure</li> <li>● Reading with accuracy and prosody</li>   <li>● High-frequency (sight) words: <i>work, word, write, being, their, first, look, good, new</i></li> </ul>	<ul style="list-style-type: none"> <li>● 3 weeks</li> </ul>
14	<ul style="list-style-type: none"> <li>● Review sentence construction and proofreading</li> <li>● Review narrative vs. informational</li> <li>● Reading with accuracy and prosody</li>   <li>● High-frequency (sight) words: <i>water, called, day, may, way</i></li> </ul>	<ul style="list-style-type: none"> <li>● Review unit if sufficient time</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 11, 12, 13, & introduce 14



<b>Shared Reading</b>	
<i>*Reference shared reading sessions in manual &amp; additional in grade level shared drive</i>	
<b>3 Days/week</b>	<b>Focus</b>
1	<ul style="list-style-type: none"> <li>● Warm Up: poetry, rhyme, song</li> <li>● Book intro</li> <li>● Vocab intro</li> <li>● Tricky word work (V-SM)</li> <li>● Story Elements/Retell</li> </ul>
2	<ul style="list-style-type: none"> <li>● Reread book</li> </ul> <p><i>Based on student needs:</i></p> <ul style="list-style-type: none"> <li>● Focus on cross checking and self-monitoring (with and without mistakes)</li> <li>● Word study-hunt for spelling principles, relevant to word work at levels, (snap words, word parts, short/long vowels, plurals, rhyming, and syllables, etc.)</li> </ul>
3	<ul style="list-style-type: none"> <li>● Fluency Focus: Pacing-Phrasing/scooping, Prosodic cues: The meaning cues authors use (punctuation, bolded words, italicized, large print)</li> <li>● Comprehension (put together all you have worked on to read accurately and fluently with understanding)</li> </ul>

<b>Interactive Read-Aloud</b>	
<i>*For week 1, reference read aloud sessions in manual.</i>	
<i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
<b>2 Days/week</b>	<b>Focus</b>
	<p>Select a variety of comprehension strategies for each interactive read aloud based on students' needs and characteristics of the text.</p> <p><b>Be sure to cycle through all strategies throughout the unit.</b></p>
	<p><b>Predicting:</b> When making a prediction a reader uses background knowledge and text clues to anticipate what might happen next. Predictions must be logical and supported by text.</p> <ul style="list-style-type: none"> <li>● Before Reading: <ul style="list-style-type: none"> <li>○ Cover: Introduce and preview the book</li> </ul> </li> <li>● As you read: <ul style="list-style-type: none"> <li>○ What do you think will happen next? Turn and talk with your partner.</li> <li>○ Did your prediction match with what you thought would happen?</li> </ul> </li> <li>● After reading: <ul style="list-style-type: none"> <li>○ After reading this story, what do you think could happen next?</li> </ul> </li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ How would you support that prediction using text evidence?</li> <li>○ What makes you think that?</li> <li>○ What background knowledge helped you make that prediction?</li> </ul>

<b>Interactive Read-Aloud</b> <i>*For week 1, reference read aloud sessions in manual.</i> <i>For subsequent weeks, reference the Heinemann teacher resources website.</i>	
	<p><b>Connecting:</b></p> <ul style="list-style-type: none"> <li>● Retell and discuss what has been read so far</li> <li>● Does this sound like an experience that you have had?</li> <li>● Can you think of something that is similar to this in our world today?</li> <li>● Does this story make you think of another text?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I noticed...</li> <li>○ I have a connection...</li> <li>○ This reminds me of...</li> </ul>
	<p><b>Questioning:</b></p> <p>Thoughtful readers ask themselves questions before, during, and after they read to help them understand the text. They also realize not all questions will be answered.</p> <ul style="list-style-type: none"> <li>● Prompt children to check their predictions by retelling what has happened so far: ‘Does it match what you thought would happen?’</li> <li>● Stop to clarify the meaning: ‘The book says _____. What does that mean? What’s happening here?’</li> <li>● Has your thinking changed since reading this part of the story?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I wonder who (what, when, where, why)...?</li> <li>○ How come...?</li> <li>○ My question is...</li> </ul>
	<p><b>Visualizing:</b></p> <p>Visualizing is when the reader creates an image in their mind from the text using all 5 senses. The text becomes a movie in their mind.</p> <ul style="list-style-type: none"> <li>● What did the author say that helped you form a picture in your head?</li> <li>● After reading this, what did you see, hear, feel or smell?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I imagined...</li> <li>○ The movie in my mind shows...</li> <li>○ I can almost taste (description)...</li> </ul>
	<p><b>Inferring:</b></p> <p>The reader uses what they know and what they read in the text to form a conclusion. Inferring is reading between the lines.</p> <ul style="list-style-type: none"> <li>● Authors leave clues for us as we read. Did you put them together to figure out the big idea?</li> <li>● What message do you think the author wanted you to understand?</li> </ul> <p><i>Stems for conversation:</i></p> <ul style="list-style-type: none"> <li>○ I think what the author really means is...</li> <li>○ I think _____ because the author gave clues about...</li> <li>○ Maybe this means...</li> </ul>

## Interactive Read-Aloud

*\*For week 1, reference read aloud sessions in manual.*

*For subsequent weeks, reference the Heinemann teacher resources website.*

	<p><b>Synthesizing:</b> Putting all the strategies together and doing something with it. <i>Stems for conversation:</i></p> <ul style="list-style-type: none"><li>● I really liked how the author...</li><li>● It was interesting to learn...</li><li>● I realized...</li><li>● I keep thinking about _____ because the text said...</li><li>● The most important thing I learned is...</li></ul>
	<p><b>Retelling:</b> A good measure of comprehension is being able to retell the story.</p> <ul style="list-style-type: none"><li>● Tell me about the story as if I have never heard it before (BME)<ul style="list-style-type: none"><li>○ Who are the main characters?</li><li>○ Where did the story take place?</li><li>○ What important details can you include in your retell?</li><li>○ What was the problem? How was it solved?</li><li>○ How did the story end?</li></ul></li></ul>

## CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Primary Grades*. Portsmouth, NH: Heinemann. 2015. Print.

Wilson, B. A. (2015). *Wilson Foundations teacher's manual, level 1*.

Heggerty, M. (2020). Phonemic awareness. *Literacy Resources, Inc.*