

LCCS 1st Grade ELA Curriculum Overview

Month	Reading Units	Writing Units
September-October (6 weeks)	Unit 1: Routines and Foundational Skills - Literacy Centers	Unit 1: Routines and Foundational Skills - Literacy Centers
October-November (5 weeks)	Unit 2: Reading Detectives	Unit 2: Small Moment Writing
December-January (7 weeks)	Unit 3: Comprehension Wizards	Unit 3: Writing for Many Purposes (How-To/Opinion Writing)
February (4 weeks)	Unit 4: Realistic Fiction- Author Study: Juana Martinez-Neal	Unit 4: - Realistic Fiction
March-April (7 weeks)	Unit 5: Readers and Writers are Researchers	Unit 5: Readers and Writers are Researchers
May (4 weeks)	Unit 6: World of Poetry	Unit 6: World of Poetry
June (3 weeks)	Unit 7: Developing a Love for Literacy	Unit 7: Developing a Love for Literacy

Unit 1: Building Good Habits (Routines & Foundational Skills)

Overview: Students will establish rules and expectations for reading and literacy groups, such as reading independently, working in partners, finding just right books, and reading habits for reading stamina. They will also build a routine for what reading looks, sounds, and feels like in the classroom. During this unit, students will be introduced to the structure and expectations of writing. Students will understand how writers think of ideas and express their ideas through writing. They will also be introduced to the writing tools in the class to build independence.

Timeline: 30 Days (September-Mid. October)

Concepts:

- Select “just right” books
- “Shop” for books appropriately.
- Choose a spot that will encourage them to stay on task.
- Manage and monitor their independent book baggies with respect for the books in the classroom.
- Engage in a range of collaborative discussions, including one-on- one, group-talk, and teacher-led discussions, by providing sentence starters.
- Increase stamina by rereading books, starting with a picture walk, reading for fluency, last to develop comprehension.

- Establish an agreement to promote a respectful partnership, i.e. how to sit properly, stay on task, take turns, and assist their partner when reading.
- Participate in conversations about the books.

Unit 2: Word Detectives/Small Moment Writing

Overview:

Reading: Students will become word detectives, being alert for difficult words, using what they know to solve those words, and checking their attempts. During this, they will learn that reading detectives read for meaning to better understand Small Moment stories. They will learn that small moment stories have a story plot that include a beginning, middle (key moment), and end. Students will draw on prior knowledge, increase their bank of heart words, and use known words to help figure out unknown words.

Writing: During this unit, students will write small moment stories using details, showing character's actions, dialogue and internal thinking. Students will organize their writing with two or more sequenced events using temporal words to signify an order, and provide a closure. Teachers should provide students with booklets (3-5 pgs). Within this unit, students will write 1-2 booklets per week to independently cycle through the writing process, so they can write many small moment stories.

Timeline: 25 Days (Mid. October-November)

Concepts:

- Choose “just right” books to work on print .
- Get their minds ready to read books .
- Make sure their reading makes sense .
- Practice reading fluently and expand their repertoire of known words by rereading.
- Slow down to break up longer words part by part.
- Stop at the first sign of trouble and try a strategy.
- Try many ways to figure out hard words since they know groups of words can make different sounds.
- Use clues in illustrations and the text to infer meanings of unknown words.
- Use words they know to solve words they don't know.

Unit 3: Comprehension Wizards/Writing for Many Purposes

Overview:

Reading: In this unit children learn that they are ready to take on big and important jobs as a reader to develop independence and to take charge of their own reading. This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem solving skills. A comprehension wizard is a champion at big picture thinking, and uses all kinds of

strategies independently to help them understand their books. Students will use what they know from Unit 2 and dive deeper in making meaning as they read using comprehension strategies such as: using background knowledge, making predictions, visualizing, connecting, identifying problem/solution, retelling, and asking questions.

Writing: During this unit of study, students will learn how to write for many purposes. The unit will begin with students learning how they can teach others how to do something they are experts in. They will produce sequenced and detailed how-to books by getting immersed in similar texts: recipe books, directions for a craft, game, etc. Students will also learn how-to write a letter by focusing on parts of a letter. The unit will then shift into Opinion Writing where students will demonstrate their opinions through a review of a topic of their choice. Students will write many persuasive letters on various topics with claims to support their stance. In this unit, students are pushed to independently edit and revise their pieces.

Timeline: 35 Days (December-January)

Concepts:

- Envision a scene as they read, using the pictures and the words to make a movie in their mind.
- Pay close attention to the actions of the characters and dialogue.
- Read with increasing fluency
- Read for meaning using a variety of comprehension strategies.
- Work together as partners to solve hard problems.

Unit 4: Realistic Fiction- Author Study: Juana Martinez-Neal

Overview:

Reading: In this four-week author study, first-grade students listen to and read picture books by Juana Martinez-Neal. Instruction and learning emphasize story structure, including how the beginning introduces the story and the ending concludes the action; how characters respond to major events and challenges; and how to identify and read dialogue with proper expression. Students learn to use the illustrations to provide insights into understanding the text. There will be a focus on determining the central message or lesson of a story and relating it to their own lives.

Writing: During this unit of study, students will create a Realistic Fiction series by creating a made up character who overcomes problems. The students will create a Realistic Fiction story using previous skills from the Small Moment unit. Students will create multiple pieces and decide upon the order of the series. Students will examine Mentor Authors to model patterns found in their writing. In this unit students will cycle through the writing process and be “pushed” to foster independence through the writing process.

Timeline: 20 Days (February)

Concepts:

- Compare and contrast books by asking, “What’s the same? What’s different?”
- Change their voice to show what a character is feeling in the book they are reading

- Notice the lessons in their books by paying attention to what the character learns when a problem gets solved.
- Pay attention to the relationships in the story to get to know a character better.
- Share their opinions with others about the books they are reading.

Unit 5: Readers and Writers are Researchers

Overview:

Reading: This unit is designed to introduce students to non-fiction texts, to be able to read about and learn about things in our world. The children will learn how to slow down their reading and take the time to envision the information and infer so they can learn more from the text. Students will integrate knowledge from multiple sources and learn how to navigate and comprehend nonfiction text. Building on strategies learned, students will learn how readers use nonfiction text features to help them become experts on a topic.

Writing: During this unit, students will write basic nonfiction picture books based upon an animal they choose to research. **The**

Unit 5: Animal Research Packet should be completed for homework prior to the unit start (after mid-winter break). Students will use their knowledge of nonfiction text features in order to incorporate nonfiction features in their writing.

Timeline: 35 Days (March/April)

Concepts:

- Identify the purpose for reading storybooks vs. informational books.
- Differentiate the characteristics of fiction and nonfiction books
- Record facts learned from nonfiction texts.
- Utilize text features and context clues to determine the meaning of new vocabulary.
- Extend their knowledge of a specific topic by asking questions.
- Research a topic using various reading materials to satisfy their curiosity.
- Synthesize information by reading two or more texts on the same topic.

Unit 6: World of Poetry

Overview:

Reading: This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems. Students will be able to identify the topic of a poem, understand that poems have different styles (rhyme, rhythm, repetition), identify the message of a poem (mood), and read a poem with expression.

Writing: In this unit, writers will first study songs and poems and notice what other writers do. They will write about things that are important to them by using strategies to show their thoughts and feelings in their poems. Students will explore writing different types of poems including: As they do this, they will think about how they want their poems to sound. At the end of the unit, they will revise and edit poems to get them ready to share with others.

Timeline: 20 Days (May)

Concepts:

- Identify the topic of a poem
- Understand that poems have different styles (rhyme, rhythm, repetition)
- Identify the message of a poem (mood)
- Read a poem with expression
- Write various types of poems using describing words.

Unit 7: Developing a Love for Literacy

Overview:

Reading: Students will continue to grow and develop their love for reading by practicing everything they learned this year through fun and engaging reading experiences. Students will enjoy reading while they use their before, during, and reading strategies. Students should be encouraged to read various genres of books from fiction, realistic fiction, nonfiction, and poetry to utilize their skills learned through all the Reading units.

Writing: In this unit, students will showcase all they learned this year by writing across genres. As they grow their love for writing, students will participate in fun activities that challenge students to write opinions, how to's, small moments, and fiction stories. At the end of the unit, students will have a moment to reflect on their year by creating a first grade memory book.

Timeline: 15 Days (June)

Concepts:

- Read and write in various genres
- Utilize before, during, and after reading strategies
- Develop creative writing skills
- Connect with literature through engaging experiences