

ADOPTED FEBRUARY 2018



# Ohio

Ohio's Model Curriculum  
with Instructional Supports

GRADE 1

## English Language Arts

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# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 1

#### Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p><b>RL.1</b> Quote accurately from a text when explaining text.</p> <p><b>RL.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>a. Determine a theme of a story, drama, or poem and respond to challenges or how the speaker in the text reacts to challenges.</li> <li>b. Summarize the text, incorporating a theme d</li> </ul> <p><b>RL.3</b> Compare and contrast two or more characters, settings, or points of view within and across texts, analyzing how and why they react differently to the text (e.g., how characters interact).</p>

## Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

### CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

### PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

## Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section to support the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

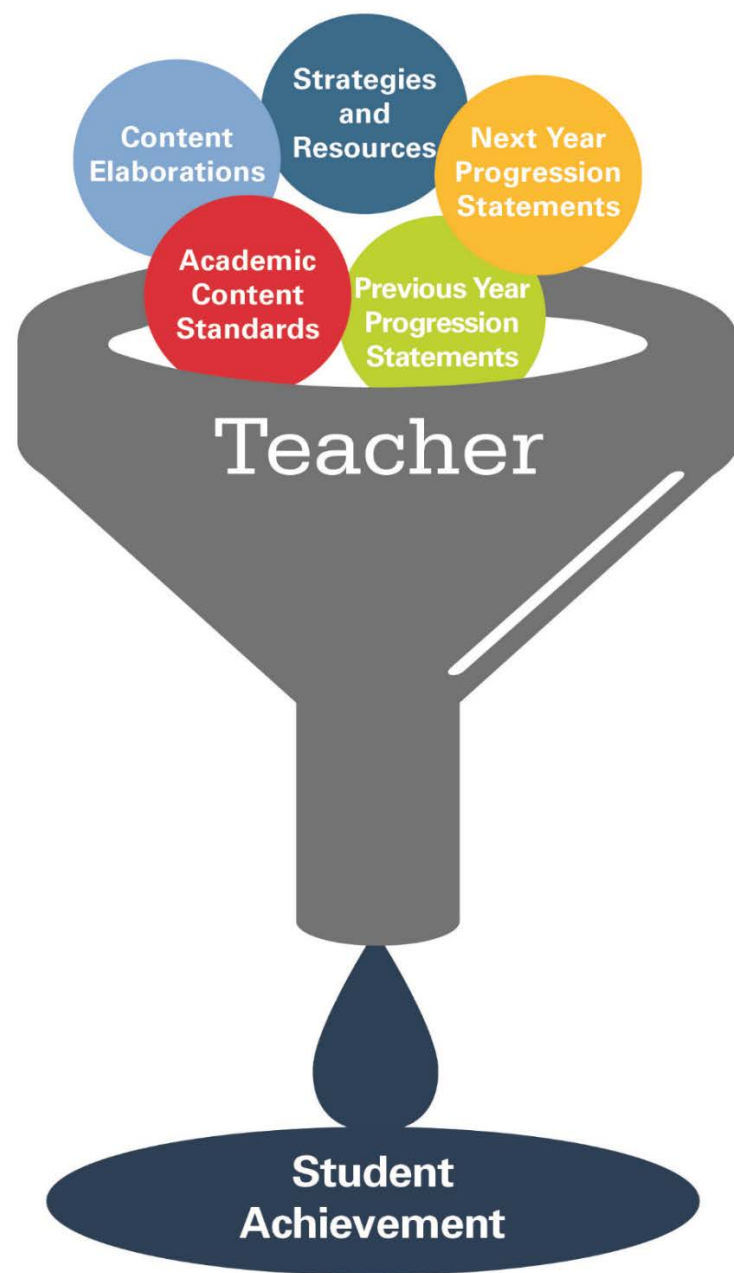
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

### INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

### INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.



## Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to **Ohio's Learning Standards for English Language Arts**. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the **Previous Grade Level Progression Statements** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

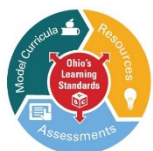
While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the **Content Elaborations**, as well as reviewing the **Instructional Strategies and Resources**, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the **Next Grade Level Progression Statements** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: **Student Achievement**.

## Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> <li>» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic</li> <li>» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices</li> <li>» a support for instructional planning using the learning standards as a foundation</li> </ul>	<ul style="list-style-type: none"> <li>⊗ lesson plans</li> <li>⊗ an exhaustive list of classroom activities per standard</li> <li>⊗ instructional units</li> <li>⊗ a resource meant to replace your district's decisions or direction</li> </ul>



## Additional Resources to Support the Model Curriculum

### ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.



## ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms* in its entirety.



Standards	RL.1.1 Ask and answer questions about key details and themes and topics and analyze how and why individuals, events, and issues develop and change over the course of a text.
	RL.1.2 Analyze literary text development.
	a. Demonstrate understanding of how key details and themes and topics and analyze how and why individuals, events, and issues develop and change over the course of a text.
	RL.1.1 Key details: Points of information in a text that strongly support the meaning or tell the story
	RL.1.2 Describe characters, settings, and major events in a text.

## LITERACY REFERENCES

At the end of this document, a reference section contains the resources used in the Reading Strand. Included in the research-based strategies used in the Reading Strand are resources from specialists, such as Bill Honig, Linda Diamond, and Linda Gutlohn, who wrote the *Teaching Reading Sourcebook* (2013). Bill Honig co-founded the Consortium on Reading Excellence (CORE) with Linda Diamond. Diamond continues as the President of CORE, which offers educators professional development and resources for implementing research-based literacy practices and other content area resources. Gutlohn created the text decodability software, phonicFinder.

In addition to the previous resources, educators will also find references to resources by Irene Fountas and Gay Su Pinnell, who have established their own literacy framework and professional resources for teachers and literacy specialists, and Lucy Calkins, the founder of the Reading and Writing Project at Teachers College. Also, *LETRS*, or *Language Essentials of Reading and Spelling*, by Louisa Moats and Carol Tolman, is another research-based resource used to provide strategies in the Reading Strand. Dr. Moats brought her previous work in psychology with many who experienced issues with language and reading into creating the *LETRS* program, while Tolman brought 20 years of literacy teaching experience to the program and her work in training teachers. These are just a few of the resources cited on the reference page, representing research-based literacy information and practices.

## LEARNING AND DEVELOPMENT STANDARDS

[Ohio's Learning Standards Kindergarten through Grade 3](#) address Approaches Toward Learning, Physical Well-Being, and Social and Emotional Development. The K-3 standards created in the non-academic domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The development of these early childhood education standards represented a collaboration between state agencies including Ohio Department of Education, Ohio Department of Job and Family Services, and Ohio Department of Health, among others. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to craft these standards.

Throughout grades one and three of the model curriculum documents for English Language Arts, many of the instructional strategies have been aligned to social and emotional development topics. It may be helpful to review these standards for your grade level in order to support nonacademic areas that impact achievement.

# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 1

#### READING LITERATURE STRAND

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RL.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of the lesson.</li> <li>b. Retell stories, including key details.</li> </ul> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p>



#### Previous Grade Level Progression Statement

In the previous grade level students, with prompting and support, were expected to ask and answer questions about key details; retell familiar stories, including key details; and identify characters, settings, and major events in a story.

#### Content Elaborations

The teacher and students are both actively involved in text dependent questioning to deepen the understanding of a text. Students use textual evidence to respond to questions about texts.

Students work to understand the story by breaking down the text into key details and determining the lesson of the story.

Additionally, when readers understand the elements of plot (characters, setting and events) they have a better grasp of story structure.

#### Next Grade Level Progression Statement

In the next grade level, students will be expected to identify the lesson or moral of traditional literature like fables, folktales, and tall tales from diverse cultures. Students will be expected to use specific text information to describe important story elements such as character, setting and plot events.



## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Interactive Read-Aloud and Literature Discussion**

Make an intentional book selection thinking about the students' and curriculum needs. Read the text aloud to students so that they hear the story in its entirety. Then re-read the text while stopping to ask text dependent questions. After students have shared their thoughts, return to the text to find details that support student answers. A variety of methods can be used to structure the reading and discussion. This can be done as a think-pair-share, turn and talk, and/or as a whole group discussion. *(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness and Self Expression: Demonstrate increased awareness of other's feelings and perspectives)*

Supporting ELL students: Provide students with visual prompts, preload vocabulary and help them to make associations with English words they know or by supplementing in their first language.

#### **Mini-lessons** *Growing Readers* by Kathy Collins (Stenhouse, Portland, ME, 2004)

In Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004 mini-lessons are taught in a workshop model. A mini-lesson lasts about 10 minutes. The class gathers together in a meeting area. In one model of a mini-lesson the teacher follows a predictable structure of Connection (activates prior knowledge), Teaching point (the teachers defines what is being taught and models or demonstrates it), Active engagement (students try out the skill or strategy), and Link (the teacher shows how this work connects to ongoing work). In another model the teacher should explain and share examples of the focus of the lesson, and then demonstrate the skill. Other mini-lesson ideas can be found at this [site](#).

- **Mini-lesson teaching points on retelling...** should focus on what good readers do.
  - Readers retell their book when they are done with it because it is big thinking work.
  - Readers identify the setting when they retell.
  - Readers follow the events of the story when they retell.
  - Readers know how to balance the details when they retell.
  - Readers use time words when they retell.
  - Readers retell with expression.
  - Readers use text evidence to clarify, confirm, or revise the retelling.
  - Partners read together and retell.

Support struggling students by providing picture cards for retelling and/or pictures of details of the story. Another modification that could be provided for students with speech and language needs could be to put pictures/print copied from the book in sequential order for retelling.

## Instructional Supports for the Model Curriculum

### Turn and Talk, Team Talk, Think-Pair-Share

Turn and talk / team talk /think-pair-share maximizes participation, engagement, and focus. Students share their thinking to a focused, text-dependent question with a peer(s). Teachers first present a question about the text being shared. Students are given time to think about their response. Students then team up with a peer to share their thinking. Finally, the teacher brings the class together for a whole group discussion where the pairs share parts of their discussion. *(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness and Self Expression: Demonstrate increased awareness of other's feelings and perspectives)*

Students who are nonverbal, English as a Second Language learners, or who have other language impairments would benefit from alternate activities, such as drawing a picture as an alternative to think-pair-share or assist with communication.

**Strategy Lessons** from Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015).

These lessons can be taught whole group, small group, or to an individual student.

**Focused on the skill of retelling/summarizing...**

- **Strategy: Lean on the Pictures:** Touch the page, look at the picture, and say what happened. Turn, look, and touch the next page, say what happened. Keep going through the entire book. [Read and touch technology could be used here. There are apps where the teacher could upload photos of the students with items from the story, they could touch the screen and tell the story.](#)
- **Strategy: Uh-oh...Phew:** When you retell, think about the problem (uh-oh), how the problem gets worse (UH-OH!) and how the problem gets solved (phew!). Use a story mountain with these parts to retell, touching the parts of the mountain as you go.
- **Summarizing with "Somebody...Wanted...But...So..."**  
 Somebody - "Who is the main character?"  
 Wanted - "What does the main character want?" But – "What is the conflict/problem that the character faces?"  
 So – "What is the resolution to the problem?"
- **Strategy: Notice a Pattern and Give Advice:** Notice what the character does over and over. Think, "Should he or she be doing that? Give advice to the character. Think about if that advice is helpful for your life, too. For example, when reading *The Other Side* by Jacqueline Woodson a student might give the characters advice about the white fence that divides them.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: Demonstrate an understanding that another person's feelings differ from one's own thoughts.)*

## Instructional Supports for the Model Curriculum

### Story Mapping

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book. Story map graphic organizers range from the most basic focusing on the beginning, middle, and end of the story to the more advanced organizers that focus on plot or character traits. NCTE and ILA have created an [Interactive Story Map](#) that allows students to manipulate and move story elements and facts. [There are touch and move programs/apps the students could use to move around the different parts of the story on a touch screen.](#)

### Story Sequence

Sequencing is one of many skills that contributes to students' ability to comprehend what they read. Sequencing refers to the identification of the components of a story — the beginning, middle, and end — and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects. More information about story sequence can be found at the [Reading Rockets website](#). Here is a link to a video of students demonstrating the [Story Sequence Strategy](#).

### Instructional Resources/Tools

Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004

This book provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015

This book describes strategies teachers can use in their classrooms in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>RL.1.6</b> Identify who is telling the story at various points in a text.</p>
	<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to ask and answer questions about unknown words in text, recognize common types of text, and with prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b><u>Content Elaborations</u></b></p> <p>Sensory language goes beyond the literal meaning of a word or phrase creating mental images when reading and supports understanding of figurative language.</p> <p>A reader's ability to distinguish differences between fiction and nonfiction text helps the reader to use the appropriate strategies for reading the text and determining what is factual. Students should be exposed to a large variety of text types that are globally inclusive.</p> <p>Being able to identify who is telling the story strengthens the reader's understanding of point of view and how that impacts the development of the story. The point of view determines through whose eyes the reader experiences the story.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In the next grade level, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use sensory language. Students determine the lesson or moral of a story, and begin to differentiate between various narrators in a text and when the narrator is and is not a character in the story.</p>

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### Evoking Images

- In this resource, Keene, Ellin O, and Susan Zimmermann. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann, 1997, good readers are identified as those students that use all five senses when they read. Research shows that mental imagery can improve comprehension. The teacher begins by modeling (teacher directed) - the goal is to help students understand and witness ways in which evoking images enhances comprehension. The images emerge from all five senses, as well as the emotions, and are anchored in a reader's prior knowledge.
- Gradually, the teacher invites students to share their own images. The goal being that students begin to be aware of their own images, elaborating upon them, and developing a sense that reflecting on one's images enhances comprehension.
- Next, help students to distinguish between images critical to understanding and those that are not. Class conversations can move to being about how particular images helped with comprehension.
- The teacher continues to model how images are different in different genres.
- Students may use different response options (artistic, dramatic, written, or spoken) to depict their images.
- Formative Assessment: Over the course of 6-8 weeks, study and assess changes in the images. Key elements to assess- images central to understanding, images with rich details, images that extend and enhance text, images that come from all the senses and emotions, and images that are revised.

Struggling readers and ELL students can benefit from using visual cuing, peer tutoring, and direct modeling by the teacher. Provide students direct instruction that includes lessons about their five senses. To enrich this lesson, challenge students to create an art project that reflects the senses in the story. This could be a visual, dramatic, or musical in nature.

#### Strategy Lessons

From Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015. These lessons can be taught whole group, small group, or to an individual student.

- **Who's Telling the Story?** With guidance from the teacher, students learn to ask themselves, "Who is telling this story? Is it the narrator or one of the characters in the story?" Encourage students to pay close attention to the narration, and the dialogue tag (i.e., John said). If a character is telling the story, you will see I, me, we, my. If a narrator is telling the story, you will see he, she, they, and character names. Remind students that knowing who is telling the story helps you keep track of what's happening, and helps you better understand character(s).

## Instructional Supports for the Model Curriculum

### Poetry Study

From Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004.

Students are taught a mini-lesson before going off to read from baskets of poetry and possibly apply the strategy learned. Share the work of children's poets such as Eloise Greefield and Pat Mora to explore the range of poetry and to experience the emotions that are evoked as the poems are read again and again. *(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: Demonstrate increased awareness of other's feelings and perspectives, and Describe own characteristics based on trait and beliefs.)*

- **Mini-lessons for Poem Study...**

**Readers appreciate the work the poet has done to write a poem...**

- Readers notice, appreciate word choice in poetry.
- Readers notice, appreciate parts of poems that evoke pictures in the mind.
- Readers notice, appreciate poems that change our thinking.
- Name the feelings poems evoke in us.

Students' voices could be recorded on a device with different students reading different lines. It could then be edited to play the poem with all the voices from the class.

Other poetry resources can be found at NCTE and ILA can be found at these websites:

[Interactive Acrostic Poems](#) and [Interactive Theme Poem](#) both of which give students the opportunity to write their own poems online.

### Compare and Contrast Texts

Use this strategy to help students differentiate between fiction and nonfiction text. The teacher uses a T-Chart with the whole group. On one side of the T encourage students to provide a list of things that make a book a piece of fiction, on the other side make a list of things that are characteristic of informational text. Then select and read aloud a piece of fiction and nonfiction that focus on the same topic. Use a T-Chart to list elements specific to each genre. Identify examples of the elements from each book that illustrate each element listed.

### Instructional Resources/Tools


The book, Keene, Ellin O, and Susan Zimmermann. *Mosaic of Thought: The Power of Comprehension Strategy Instruction*. Portsmouth, NH: Heinemann, 2007 offers ideas on how to teach the strategies used by proficient readers.



**Instructional Supports for the Model Curriculum**

The book Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004 provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

[BookFlix](#) Compare and contrast fiction texts to nonfiction texts on the same topic. This resource is available through [INFOhio.BookFlix](#)

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p> <b>RL.1.8</b> (Not applicable to literature)</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level students, with prompting and support, were expected to describe the relationship between illustrations and the story, and compare and contrast the adventures and experiences of characters in familiar stories.</b></p> <p><b><u>Content Elaborations</u></b>  Readers have a greater understanding of story details when they use both the illustrations and the text to make meaning. Students can use details from the illustrations and texts to support their thinking.</p> <p>Readers are learning to compare (identify similarities) and contrast (identify differences) the actions of the characters.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students will be expected to use illustrations and words from various types of texts, including digital, to demonstrate understanding. In addition, students will be expected to compare and contrast two or more versions of the same story. Students will be expected to use illustrations to give them a greater understanding of what is being read. They will have more interactions with print, digital, and visual texts.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### Strategy Lessons

In Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015 there are lessons that can be taught whole group, small group, or to an individual student.

- Strategy: How's the Character Feeling?** One way to get to know our characters well is to make sure we care about how they feel, talk, act, and think. We can imagine ourselves to be in the same situation, or remember a time we were, and think about how we felt or would feel. Then, we can use a word to describe that feeling, using a chart to help if we need it.  
*Provide support for ELL students by using feeling flash cards to express character emotions.*
- Strategy: What's in the Bubble?** We can pause and think, "What's my character thinking here?" or "What might my character be saying here?" Even when the text does not tell us, we can imagine, noticing what is happening so far. During a read aloud pause on the page and put a thought or speech bubble above the character in the picture, point to the bubble, and say what the character might be thinking or saying. Pay attention to the illustrations. Look at the expressions on the character's face and try to determine how they are feeling from the visual clues that are presented.
- Strategy: Role-Playing Characters to Understand Them Better,** Sometimes the best way to get to know our characters is to stand in their shoes--to do what they do, say what they say, and act how they act. With a partner, choose a scene. Using puppets or props, act out the scene. Try to talk in the voices of the character, and move the puppet just like the character would. When you finish creating the scene, stop and talk about what you think about the characters.

*These strategies connect to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: Demonstrate increased awareness of other's feelings and perspectives.)*

- Strategy: Character Comparisons,** Think of two characters. Think of categories to compare the two (some ideas are traits, how they handle challenges, likes and dislikes, interests, change, lesson learned). Explain what is similar within each category and/or what is different.

## Instructional Supports for the Model Curriculum

Create classroom compare and contrast charts as visual aids to support students with IEP's or those needing extra scaffolding. Include questions like, "How are \_\_\_\_\_ and \_\_\_\_\_ alike?"; "What was different about?". Extend this lesson by challenging TAG students to compare and contrast characters and events with their own personality or events in their life. They can then create a new story based on the original to show how the story would change if they were the main character.

Use an iPad, Surface, Yogo, or other device to record students acting out the characters. Have students help in putting the video clips in order to tell a story (through a class discussion while the teacher notes the order). The teacher then edits the video clips to show a short film of the story with the students acting out the tale.

### Picture Walk

Teach and model how to take a picture walk to preview a text before reading. This includes using the pictures to make predictions about what might happen and then checking those predictions as they read. After reading, students use the pictures to prompt their retelling of characters, setting, and events.

### Mini-lessons

The book Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004 explains the concept of mini-lessons and includes some of the following information. )

Mini-lessons are taught in a workshop model. A mini-lesson lasts about 10 minutes. The class gathers or small group gather in a meeting area. The teacher follows a predictable structure of Connection (activates prior knowledge), Teaching point (the teachers defines what is being taught and models or demonstrates it), Active engagement (students try out the skill or strategy), and Link (the teacher shows how this work connects to ongoing work). *(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: Demonstrate increased awareness of other's feelings and perspectives and demonstrate an understanding that another person's feelings differ from one's own thought.)*

### ***Mini-lesson teaching points on should focus on comparing and contrasting characters...***

- Read between the lines to understand characters.
- Use text evidence to prove your thinking.
- Study characters across books to find similarities/differences.
- Notice/think about characters' relationships with other characters.
- We can develop theories about why a character does or says things.
- We can think about how characters change within and across books.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

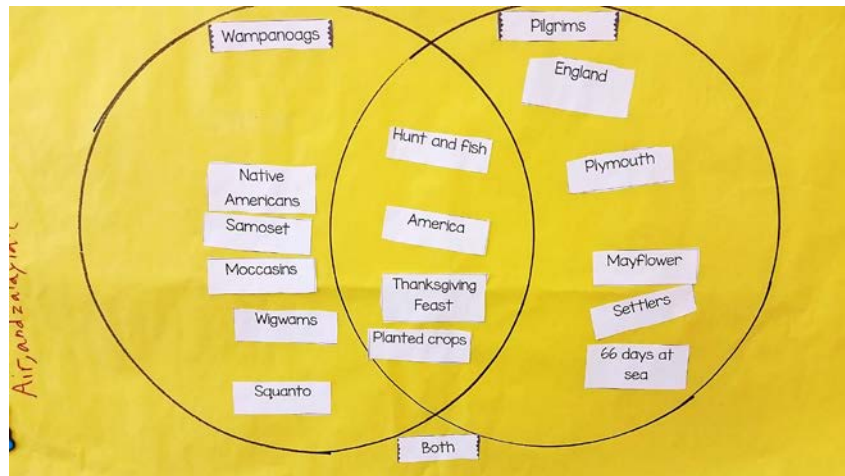
Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004

This book provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015; This book describes strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

### **Venn Diagram, 2 Circles**

A [Venn Diagram](#) is a commonly used graphic organizer for organizing compare and contrast concepts. This resource was found on the ReadWriteThink website, but there are many places to find them.



<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b>	<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

### Previous Grade Level Progression Statement

In the previous grade level, students were expected to engage in-group reading activities with purpose and understanding. Students were expected to activate their prior knowledge and draw on their previous experiences, either personally or with other text, in order to make text-to-self or text-to-text connections and comparisons.

### Content Elaborations

Students are supported when reading a variety of complex text appropriate for grade one. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Using prior knowledge allows students to relate stories to their own experiences or knowledge (text-to-self), as well as other texts (text-to-text). By activating prior knowledge, students will be ready when encountering unfamiliar words. In addition, reading a variety of complex authentic text will expand a student's language usage as well as comprehension.

### Next Grade Level Progression Statement

In the next grade level, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary content. Students will need to continue to activate prior knowledge and make connections while increasing text complexity.

## Overview of Text Complexity

◆ Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.





## Instructional Supports for the Model Curriculum

### Instructional Strategies

Reading Workshop is a framework for reading instruction. It includes a 10-15 minute Mini-lesson, Independent Reading of books the students have self-chosen, Conferring, Small Group Work, Partnerships, and an Intentional Share. To find examples and step-by-step instructions visit this [site](#) from the Children's Literacy Initiative.

### **Shared Reading**

Shared reading is explained in Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017

The teacher and students read a common enlarged text, a big book, poem, or projected text aloud. The teacher leads the group, pointing to words or phrases. Shared reading has an important role in extending students' ability to process and understand text. Students learn how print "works". The teacher's support and the support of the group help them to process texts that are more complex than their current abilities. It can also support readers with word analysis, vocabulary, fluency, and comprehension.

When engaging in shared reading, introduce and model reading the text. After reading the text together, discuss the text and focus on specific strategic action (this time or in a subsequent reading of the text). Do repeated readings, and invite students to read the text independently.

### **Partner Reading**

Students read with a partner at a similar reading level to support one another with reading "just-right" books. Students are given time to work together to read and talk about book(s) they share. *(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: Demonstrate increased awareness of other's feelings and perspectives and demonstrate an understanding that another person's feelings differ from one's own thought.)*

### **Running Records**

A student's independent and instructional reading level can be determined by administering a running record. This tool helps teachers identify the patterns in a student's reading behavior. Running records help a teacher determine the level on which the student is reading. Visit the [Alphakids Assessment](#) site, for an explanation of this strategy and printable running record forms that can be used when assessing a student.

## Instructional Supports for the Model Curriculum

### Think Aloud Strategy

[Think-alouds](#) have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing what they do as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. [Video of Think Aloud Strategy](#)



### Independent Reading, Just-right Books and Reading Conferences

Students “shop” for books of their choice at their independent reading level from a classroom library. In a workshop model, the students are given time daily to read the books they have chosen. During this time, the teacher confers one-on-one with students to support and give individual reading instruction to the students.

The teacher also may pull small groups to continue to support students in their independent or instructional reading levels. Many teachers help students be encouraging them to use the Five Finger Rule. The steps for the student are:

- Choose a book you think you will enjoy.
- Read the second page.
- Hold up a finger for each word you are not sure of or do not know.
- If there are five or more words you did not know, choose another book.

Many local public libraries are willing to give students eBook cards which work for electronic resources only such as Overdrive. The [Unite for Literacy Library](#) offers many online books for young readers with audio. Browse through the home page to choose books to read from the library shelves. The narration is also available in many languages from Arabic to Vietnamese.

### Steps for Implementing Independent Reading:

- Assemble a classroom library. Include multicultural books of various genres and reading levels. Organize and label the books to match the ways in which students should select texts. For more information on creating a class library visit this [site](#) at Reading Rockets.
- Plan and teach mini-lessons that explicitly show students how to select and care for independent reading books, what their work should look like, and library maintenance procedures. Model, teach, practice, and revisit all procedures.

### Instructional Supports for the Model Curriculum

- Possible topics for mini-lessons could include
  - Select new books
  - Manage browsing boxes or other organizational structures
  - Decide to abandon a book
  - Document your reading
- Create or collect copies of forms or tools to use when conferring with students. Develop a plan for meeting with all students in one week. Often a combination of regularly scheduled conferences and spontaneous conferences works well. Confer with students to get a sense of their independent reading, or capitalize on this one-on-one time to offer instructional support to students needing individual guidance.
- During the first weeks of independent reading time, stop the sessions before students get distracted, perhaps as soon as five minutes into the first sessions with young children. Gradually, increase the amount of independent reading time, increasing reading stamina.
- While students read, they may record some of these things (not all): book title, number of pages read, or new vocabulary. Sticky notes are often helpful because they can be placed on a page that has new vocabulary or that includes information, story elements the student has a question about or is confused by. While students read, teaching should move about the room listening to students read aloud to confirm reading level appropriateness. Engage each student in conversation about the text's meaning and what he or she likes about it. Also, make notes about how a student solves problems while reading.
- After independent reading, gather the students to talk about their reading. There are myriad ways to engage students around their books, such as meeting in "book clubs" or checking comprehension by having students present commercials to interest others in their favorite books. When possible, let students take books home.

### Understanding Schema Mini-Lesson

From McGregor, Tanny. *Comprehension Connections: Bridges to Strategic Reading*. Portsmouth, NH: 2007.

Students are introduced to background knowledge using this quick mini-lesson. The teacher creates a t-chart with one side listing a topic that is very familiar to the students. The other side has a topic that is new to the students. For one minute, have students share all they know about the familiar topic. The teacher records the information shared by the students. Repeat with the unfamiliar topic. Students can visually see background knowledge. Explain how background knowledge relates to or supports what they are reading.

The t-chart can be produced on an interactive whiteboard or other type of technology where the teacher can write the ideas as the students share them on for the t-chart. T-chart can be saved for later use or comparison with other readings or studies.

## Instructional Supports for the Model Curriculum

### **Making Connections: Readers Make Connections as They Read**

Teaching students to connect with text helps them become better readers, by increasing the awareness and understanding of what a text says. There are 3 kinds of connections readers can be encouraged to make.

- Text to self – readers connect what they are reading, or what is being read to them, with something they have experienced.
- Text to text – readers connect a previously read story to what they are currently reading or hearing.
- Text to world – readers associate something they are reading with something they have seen or heard, but not have personal experience with.

#### *Words we can use*

“This reminds me of...because...”

“This is like [another book] because...”

“This makes me think of...because...”

#### *Making connections...*

...helps us stay in the story.

...helps us understand the story.

...helps us understand the characters.

...helps us understand the world in the book.

### ***Mini-lessons that teach children to make connections that deepen their understanding of a story...***

- Readers notice when books remind them of something.
- Readers explain their connections.
- Readers make connections to understand the characters and the stories better.
- Readers stay focused on the story, not the connection.

### **Instructional Resources/Tools**

Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017 explains the roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and in instructional contexts.

Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004. Information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

**Instructional Supports for the Model Curriculum**

The book McGregor, Tanny. *Comprehension Connections: Bridges to Strategic Reading*. Portsmouth, NH: Heinemann, 2007 offers ideas for making abstract reading strategies accessible to elementary readers by using concrete, engaging techniques.

[Storyline Online](#) is an internet resource enabling students to listen to quality literature.

[The Teachers College Reading and Writing Project](#) website offers assessments for determining student's reading levels, including a running record information and guide book. This website requires a free account.

[Choosing the Right Book](#) is a lesson from ReadWriteThink. Students learn the strategies they need to select the appropriate books for their interest and reading level.

**READING INFORMATIONAL TEXT STRAND**

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Analyze informational text development.</p> <ul style="list-style-type: none"> <li>a. Identify the main topic.</li> <li>b. Retell key details of a text.</li> </ul> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
	<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level students, with prompting and support, were expected to ask and answer questions about key details; identify the main topic and retell key details; and describe connections between information in a text.</p> <p><b><u>Content Elaborations</u></b></p> <p>The teacher and students are both actively involved in text dependent questioning to deepen the understanding of a text. Students use textual evidence to respond to questions about texts.</p> <p>Students work to understand the informational text by breaking down the text into key details and determining the main topic.</p> <p>Students are able to show the connection (how related) between various types of information.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In the next grade level, students will be expected to ask and answer questions about a nonfiction text; identify the main topic and focus of each paragraph; and describe the connection between events and ideas within a single text.</p>



## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### Strategy Lessons

In Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015 there are strategy lessons that can be used in whole or small group setting that address these standards.

- **Text Link Talks** provide a structured opportunity for student to think together about different authors' approaches to similar topics. For this lesson, you will need five or six copies of each of two titles that are important to the topic being taught. Encourage the students to use drawing and/or writing to show what the texts have in common
- **Graffiti Boards** are shared writing spaces that serve the purpose of helping students identify and organize connections between texts. They may be used when students are reading different selections from a text set. Students sit in small groups with large pieces of paper. After reading books from text sets that are focused on similar topics, students stop and write their observations and reflections. Each student works alone, recording words and phrases and sketching ideas and images that are connected to the topic on the large paper.
- **Science /History Writers** the whole class works together to create a text others could use to learn about a topic, concept, or procedure relation to a content-area. After listening to two texts focused on the same topic, students use what they have learned to draw a picture of an important concept or idea and add labels and captions telling about the picture.

(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness and Self Expression: STRAND: INITIATIVE Select challenging activities in which students are motivated to learn, even ones that may be too challenging. It also connects to STRAND: ENGAGEMENT AND PERSISTENCE: Demonstrate interest in following a process and producing a product with support from adults.)

#### Focus Questions

Focus questions give students something to think about as they read a text. Questions can be written on a chart or whiteboard. Students can answer the focus question by talking, drawing, or writing. They can also use post it notes to indicate where they find answers of clues related to the focus question.

#### Anticipation Guide

The Anticipation Guide is used to activate students' background knowledge and ideas and to create an interest in a new classroom topic. This activity is used before you begin your lesson, you can help students develop an interest in the topic to be explored and questions to be answered as they read, or after. [Reading Rockets](#) provides a rationale for using anticipation guides and explains the steps necessary for constructing one.

## Instructional Supports for the Model Curriculum

### Think Aloud

The think aloud strategy is used by teachers to demonstrate the thinking that occurs as a text is read. Teachers should verbally describe their thinking as they read, pointing out how to determine words, going back to reread when something is not understood, and making notes about ideas that are in the text. As students become more comfortable with this strategy, focus their attention even more by using a [checklist](#). Students should place a tally mark next to the strategy or skill they hear or see the teacher using during the think aloud.

### Interactive Read-Aloud and Discussion

This strategy is from Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017. The teacher selects a nonfiction that is connected to the curriculum and also matches students' needs. The teacher reads the text aloud to students. Teacher re-reads the text while stopping to ask and discuss the text dependent questions and returning to the text for evidence. A variety of methods can be used to structure the reading and discussion. This strategy can be done as a think-pair-share, turn, and talk and/or as a whole group discussion.

### Turn and Talk, Team Talk, Think-Pair-Share

Turn and talk / team talk /think-pair-share maximizes participation, engagement, and focus. Students share their thinking to a focused, text-dependent question with a peer(s). Teachers first present a question about the text. Students have time to think about their response. Students then team up with a peer to share their thinking. Finally, the teacher brings the class together for a whole group discussion where groups share.

### Strategy Lessons

In Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015, there are strategy lessons that can be used in whole or small group setting that address these standards.

- **Notice What Repeats:** To determine the focus of a piece of nonfiction, it is helpful to pay attention to the word or words you see again and again. On each page, notice what repeats. Think, "Does this word tell me what the book is mostly about?"
- **Survey the Text:** Survey the text by glancing at the big things that jump out at you visually-the heading (s), title(s), and visual(s). Ask yourself, "What does it seem like this text is mostly about? Then, go back and read the text with the main idea in mind. Check the facts you learn to see if they really do fit with the main idea statement you have already made. When you finish reading, revise the main idea statement based on the new information you have.
- **Gather Up Facts:** After reading a part or all of a book, it is important to go back to recall what you read. Gather up facts by listing them. You can start with, "In this page (or part), I learned that..."

### Adventures in Nonfiction

[ReadWriteThink](#) provides ideas about using nonfiction in the classroom. Children work in groups to categorize books to begin the information gathering and complete the lesson by creating a Q and A book on a specific topic for the classroom library.

**Instructional Supports for the Model Curriculum****Instructional Resources/Tools**

Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017. Provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.


Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015 offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

Dorn, Linda J, and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, Me: Stenhouse, 2006. This book describes comprehension as an active, ongoing process. It explains ten strategic behaviors for both reading and language, with practical examples for the classroom.

Duke, Nell K, and V S. Bennett-Armistead. *Reading & Writing Informational Text in the Primary Grades*. New York: Scholastic Teaching Resources, 2003. This book explains why it is important to weave informational text into the primary curriculum. A framework for organizing time and space and classroom-tested strategies for incorporating informational text into reading, writing, and the content areas are provided.

[Close Reading and Text-Based Questions Video Resource](#)

This [video](#) shows a model lesson of teacher helping students develop the skill of close reading.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>  	<p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.5</b> 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.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  In the previous grade level, students were expected to ask and answer questions about unknown words with prompting and support in a text, identify front cover, back cover, and title page. In addition, students named the author and illustrator and was able to define the role of each.</p> <p><b><u>Content Elaborations</u></b>  Students encounter unfamiliar content specific vocabulary in informational texts. By asking and answering questions, students will build background knowledge which will provide a foundation for future content knowledge, and begin to self-monitor for meaning in reading. Students can then use this vocabulary in their class discussions.</p> <p>Students will understand that nonfiction text features give pertinent information that supports the author's message. They are not to be skipped or ignored.</p> <p>Students are able to determine where the information is located in the text.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  In the next grade level, students will independently determine the meaning of unknown words as they read, will use informational text features to locate key information and increase understanding, and determine the author's purpose when reading nonfiction texts.</p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### Strategy Lessons

In Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015 there are strategy lessons that can be used in whole or small group setting that address these standards.

- **Insert a Synonym:** When you come across an unfamiliar word, insert a word you know that would fit in the sentence and the larger context. Read on to check that it still makes sense.
- **It's Right There in the Sentence!** Authors of nonfiction will often stick the definition of a challenging word right in the same sentence as the word appears. After finding a challenging word, look before the word and after the word to see if the word is defined. Seeing words like *also*, *or*, and *this is called*, or punctuation like commas or dashes, gives you a clue that the definition is right there!
- **Cover Up Then Zoom In:** Use a sticky note to cover an image on the page. Read the text on the page and think, "What is this teaching me so far?" Then, uncover the image and zoom in on it, asking, "What new information am I getting from this image?" or "What parts of what I just read also show up in this image?"
- **Get More from Pictures:** Look at the picture. Read the words. Think, "What in the picture is the same as what's in the words? What's new? Try to "write" extra facts out loud.

#### A Nonfiction Study in a Workshop Approach

*Growing Readers* by Kathy Collins (Stenhouse, Portland, ME, 2004)

Students are asked to search through nonfiction books, look for text features, and mark them with a sticky note. After students have had time to find features students return to a meeting area to share and create a class chart entitled Features of Nonfiction and How They Help Us Read. As children share a photocopied picture of the different types of features from actual texts are attached to one column on the chart, and then a description of how it helps is written in the other column. While the chart may have a wide variety of features, instruction for the next several days focuses in on key features, for example, the table of contents, the index, photographs, illustrations, captions, and section headings. Students are given an opportunity to practice using these features in books as they are taught. This strategy is demonstrated in a [video](#) from NY: Engage.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: ENGAGEMENT AND PERSISTENCE: Begin to focus attention relevant aspects of activities and ignore or put aside irrelevant activities with minimal support from adults.)*

## Instructional Supports for the Model Curriculum

### Concept Sort

[Concept sorts](#) improve both vocabulary and comprehension in students. In this strategy, the teacher uses a list of pre-determined vocabulary from the informational text that will be used in class. The words are sorted in different categories based on the meaning. The teacher can determine the categories or for more of an open sort, students can determine the categories. This can also be used before reading to give students background knowledge or to determine what they already know.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to organize information or ideas into categories as a first step in reaching a goal or solving a problem.)*

### Instructional Resources/Tools

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015 offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

The book Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004, provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

Laminack, Lester L. *Unwrapping the Read Aloud: Making Every Read Aloud Intentional and Instructional*. New York: Scholastic, 2009, gives specific directions and examples about how to use read alouds to teach vocabulary, text features, etc.

Duke, Nell K, and V S. Bennett-Armistead. *Reading & Writing Informational Text in the Primary Grades*. New York: Scholastic Teaching Resources, 2003. This book explains why it is important to weave informational text into the primary curriculum. From there, they provide a framework for organizing your time and space, and classroom-tested strategies for incorporating informational text into reading, writing, and the content areas.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
	<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level students, with prompting and support, were expected to describe the relationship between illustrations and the text, identify the reasons an author gives support points, and identify basic similarities and differences between two texts on the same topic.</b></p> <p><b><u>Content Elaborations</u></b>  Readers have a greater understanding of content when they use both the illustrations and the text to make meaning. Students can use details from the illustrations and texts to support their thinking.</p> <p>With explicit modeling and instruction, students should be able to independently identify reasons an author gives to support points in a text. This is a building block to using text-based evidence.</p> <p>With explicit modeling and instruction readers are learning to compare (identify similarities) and contrast (identify differences) at a basic level between two texts on the same topic.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students will be expected to explain how specific images, such as a diagram, contribute to and clarify information in a text. Students will describe how the reasons support the point an author makes. In addition, students will be expected to find the differences in the points on the same topic presented in two different texts.</b></p>



## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **A Nonfiction Study in a Workshop Approach**

*Growing Readers* by Kathy Collins (2004)

- **Reading Center Cycles:** In a reading workshop model, students decide on a topic they would like to study, and with a partner create a basket of books on that topic. They will stay with the same topic for about a week. A class can do 2-3 cycles (about a week per cycle). The teacher teaches a mini-lesson (10 minutes) that prepare students for the work they will do as partners on their topic. Students are given time during the workshop for working in their nonfiction basket and additional time for independent reading of self-selected “just-right” books. The class comes back together at the end of the class session to reflect and extend their learning from the day.
- **Mini-lesson ideas for the first cycle...**
  - Readers research their topics by starting with the easiest book in the basket.
  - Readers use the features of nonfiction to help them find information.
  - Readers read nonfiction in special ways to learn about their topics.
  - Readers notice when they are learning something new.
  - Readers jot notes on sticky notes,
  - Readers look at different books to accumulate information on their topics. (Books may have overlapping information or different information about the same thing.)
- **Mini-lesson ideas for the second cycle...**
  - *Students may stay with the same topic or switch. Mini-lessons from Cycle 1 are repeated.*
  - Authors give reasons for the points they make in a nonfiction book.
  - Authors have to back up their facts. They have to prove their ideas to the reader.
  - Readers look for ways an author supports their ideas in their book.
- **Mini-lesson ideas for the third cycle...**
  - Careful readers do not just collect information but they also think about it by asking themselves, “What does this make me think?”
  - Readers think about the information they collect and find new questions.
  - Readers connect the information they collect with other things they know.
  - Readers make theories about their information.

## Instructional Supports for the Model Curriculum

### Paired Texts

Read two books or passages. Discuss the connection between the texts. Analyze both passages for similarities and differences. Cite evidence from texts. [ReadWorks.org paired texts](https://www.readworks.org/paired-texts/)

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: ENGAGEMENT AND PERSISTENCE: Carry out tasks, activities, projects, or experiences that are increasingly challenging.*

### Final Project/Celebration

Create a class nonfiction big book. Each student has an opportunity to create a page to put into the book on a topic they have been studying, remembering all they had learned about how features can help. The class can title the book together, and work to add book features, like the cover page, table of contents, headings, , and an index.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE Offers explanations about topics of interest. It also connects to STRAND: ENGAGEMENT AND PERSISTENCE: Demonstrate interest in following a process and producing a product with support from adults.)*

### Read Aloud/Think Aloud and Guided Practice

The teacher reads an informational text more than once to make it familiar to the students. The teacher reviews how an author makes a point and then provides reasons to support that point. For example, say, "In this section of the text, the author makes the point that 'Plants are powerful'. I'm going to read the page and see if I can find the reasons the author gives to support that point". Think aloud as you read each sentence and ask, "does this sentence explain how plants are powerful?" The next step is that students are provided an on grade-level nonfiction passage to highlight points an author makes to support a teacher supplied main idea [Strategy adapted from this module.](#)

### Strategy Lesson: Reading Informational Text using the 3-2-1 Strategy

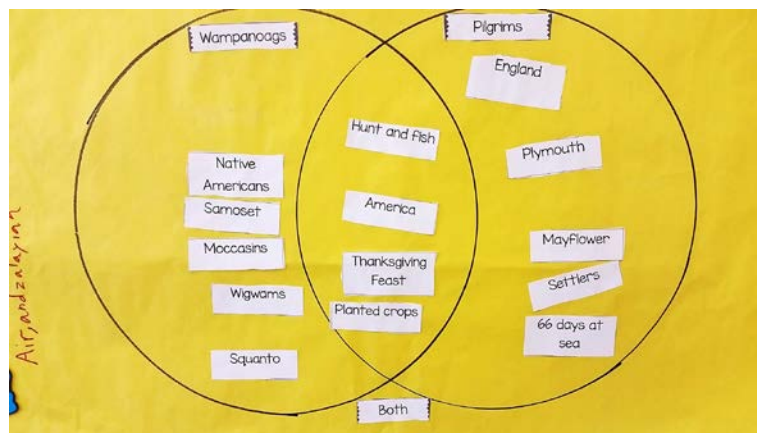
Being able to read informational texts effectively is a fundamental quality of successful readers. In this lesson, students learn to use the 3-2-1 strategy, which involves writing about three things they discovered, two things they found interesting, and one question they still have. After teacher modeling, students read a magazine article independently and use the 3-2-1 strategy to comprehend what they read. A [template for this strategy](#) can be found at the ReadWriteThink website done by NCTE and ILA. There are multiple variations of the 3-2-1 strategy that can be adapted to many types of text.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: ENGAGEMENT AND PERSISTENCE: Carry out tasks, activities, projects, or experiences that are increasingly challenging.*

## Instructional Supports for the Model Curriculum

### Venn Diagram, 2 Circles

A Venn Diagram is a graphic organizer that is commonly used to record similarities and differences in topics specific to a text. For example after reading *The Fruit We Eat* and *The Vegetables We Eat* by Gail Gibbons, students could compare and contrast the properties of fruits and vegetables. This resource was found on the [ReadWriteThink website](#), but there are many places to find them.



### Instructional Resources/Tools

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015 offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

The book Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me: Stenhouse Publishers, 2004, provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.

Heard, Georgia, and Jennifer McDonough. *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*. Portland, Me: Stenhouse Publishers, 2009 provides information on fostering wonder in the classroom. The book has ideas on how to help students create a nonfiction library and ways to teach features of nonfiction.

**Instructional Supports for the Model Curriculum**

Duke, Nell K, and V S. Bennett-Armistead. *Reading & Writing Informational Text in the Primary Grades*. New York: Scholastic Teaching Resources, 2003. This book explains why it is important to weave informational text into the primary curriculum. From there, they provide a framework for organizing your time and space, and classroom-tested strategies for incorporating informational text into reading, writing, and the content areas.

Duke, N. K., & Pearson, P. D. (2008). Effective practices for developing reading comprehension. *The Journal of Education*, 189 (1/2), 107-122.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b>	<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.

### **Previous Grade Level Progression Statement**

In the previous grade level, students were expected to engage in-group reading activities with purpose and understanding.

### **Content Elaborations**

Students are supported when reading a variety of complex informational text appropriate for grade one. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Reading informational text helps students to build background knowledge and academic vocabulary. It gives them the opportunity to learn how to use the features of nonfiction to gather information. This helps students transition from learning to read to reading to learn.

### **Next Grade Level Progression Statement**

In the next grade level, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary content. Students will need to continue to activate prior knowledge and make connections while increasing text complexity.

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Partner Reading**

Students read a nonfiction text with a partner at a similar reading level to support one another with their reading. Students are given time to work together to read and talk about their reading.

*This is especially important for struggling readers and ELL students to talk about the reading to make sure that they comprehended the text.*

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE Begin to practice skills purposefully in order to improve performance or for enjoyment.)*

#### **Shared Reading**

*The Fountas and Pinnell Literacy Continuum by Fountas and Pinnell (Heinemann, Portsmouth, NH, 2017)*

The teacher and students orally read a common enlarged nonfiction text (big book, poem, or projected text). The teacher leads the group, pointing to words or phrases. Shared reading has an important role in extending students' ability to process and understand text. Students learn how print "works". The teacher's support and the support of the group help them to process texts that are more complex than their current abilities. It can also support readers with word analysis, vocabulary, fluency, and comprehension. When engaging in shared reading, introduce and model reading the text. Read the text together. Discuss the text and teach a specific strategic action (this time or in a subsequent reading of the text). Do repeated readings, and invite students to read the text independently.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE Begin to practice skills purposefully in order to improve performance or for enjoyment.)*

#### **Reading Workshop**

Reading Workshop is a [framework](#) for reading instruction. It includes a Mini-lesson, Independent Reading, Conferring, Small Group Work, Partnerships, and an Intentional Share.

#### **Independent Reading, Just-Right Books and Reading Conferences**

Students "shop" for nonfiction books of their choice on an independent reading level from a classroom library. In a workshop model, the students are given time daily to read the books they have chosen. During this time, the teacher confers one-on-one with students to support and give individual reading instruction to the students. The teacher also may pull small groups to continue to support students in their independent or instructional reading levels. Encourage students to follow the 5-finger rule for selecting 'just right' books:

### Instructional Supports for the Model Curriculum

- Choose a book you think you will like.
- Read the second page.
- Hold up a finger for each word you are unsure of.
- If there are more than 5 choose another book.

Reading rockets provides information on how to teach student to select 'just right' books [here](#).

#### **Implementing Independent Reading:**

- Assemble a classroom library. Include multicultural books of various genres and reading levels. Organize and label the books to match the ways in which students should select texts. Digital reading tools can also be provided for students to read.
- Plan and teach lessons that explicitly show students how to select and care for independent reading books, what their work should look like, and library maintenance procedures. Model, teach, practice, and revisit all procedures. Possible topics for mini-lessons include how to do the following things:
  - Select new books
  - Manage browsing boxes or other organizational structures
  - Decide to abandon a book
  - Document your reading
- Create or collect copies of forms or tools to use when conferring with students. Develop a plan for meeting with all students in one week. Often a combination of regularly scheduled conferences and spontaneous conferences works well. Confer with students to get a sense of their independent reading, or capitalize on this one-on-one time to offer instructional support to students needing individual guidance.
- During the first weeks of independent reading time, stop the sessions before students get distracted, perhaps as soon as five minutes into the first sessions with young children.





### Instructional Supports for the Model Curriculum

- Gradually, increase the amount of independent reading time, increasing reading stamina.
- While students read, they may record some of these things (not all): book title, number of pages read, or new vocabulary. While students read, go to individuals and listen to each read aloud to confirm reading level appropriateness. Engage each student in conversation about the text's meaning and what he or she likes about it. Also, make notes about how a student solves problems while reading.
- After independent reading, gather the students to talk about their reading. There are myriad ways to engage students around their books, such as meeting in "book clubs" or checking comprehension by having students present commercials to interest others in their favorite books. When possible, let students take books home.



*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE Begin to practice skills purposefully in order to improve performance or for enjoyment.)*

### Instructional Resources/Tools

Shanahan, T, D Fisher, and N Frey. "The Challenge of Challenging Text." *Educational Leadership*. 69.6 (2012): 58-62. This article helps teachers understand what makes texts complex, so that they can better support their students in reading them.

[INFOhio](#) is a website and service that includes a large number of early literacy resources, click on the box for [PreK-5](#). Beginning reader resources are found in the upper right-hand corner.

Some of these resources are:

- [World Book Kids](#) is an encyclopedia with bright, colorful visuals, as well as activities, games, and printable activities. World Book Kids articles can be translated into 30 languages.
- [Scholastic's BookFlix](#) has 125 paired fiction and nonfiction eBook titles, 34 of which are also available in Spanish.
- [World Book's Early World of Learning](#) provides eBooks (some available in Spanish), an encyclopedia for young learners, videos, and classic songs and nursery rhymes for young learners.

Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017. This book provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.

**Instructional Supports for the Model Curriculum**[The Teachers College Reading and Writing Project](#)

This [website](#) offers units of study and assessments for determining students' reading levels, including a running record information and guidebook. This website requires a free account.

**READING FOUNDATIONAL STRAND**

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b><i>Print Concepts</i></b>
<b>Standard</b>	<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to understand the organization and basic features of print, including following words from left to right, top to bottom and page by page, recognizing that spoken words are represented in written language by specific sequences of letters, and words are separated by spaces in print. In addition, students were expected to recognize and name all upper and lowercase letters of the alphabet. Students understand print carries meaning.</p> <p><b><u>Content Elaborations</u></b></p> <p>The focus of Print Concepts is understanding that print features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Print concepts include recognizing print in the environment, understanding that print carries meaning, understanding that print is used for many purposes, and experiencing print through writing.</p> <p>In first grade, this standard focuses on a student's ability to demonstrate understanding of print by recognizing the distinguishing features of a sentence in order to foster awareness necessary for both beginning reading and writing.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>This standard does not continue into the next grade. However, print concepts, along with phonological awareness and phonics, make up the foundational skills necessary for proficient reading. Students that have not yet mastered this standard will continue to need instruction in this area.</p>

## Instructional Supports for the Model Curriculum

### Instructional Strategies

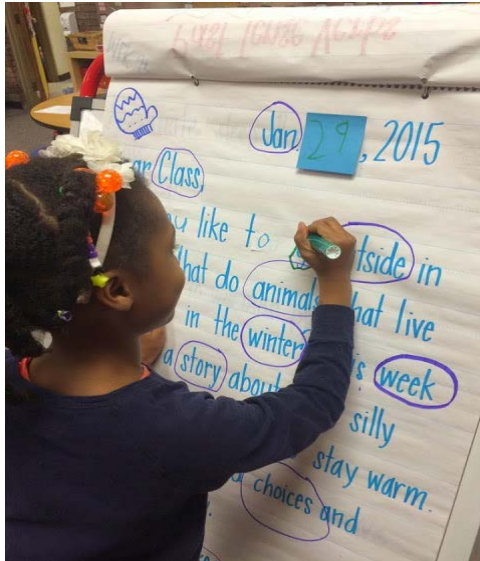
#### **Shared Reading**

During [shared reading](#), the teacher can explicitly and implicitly teach features of print through cues, verbal (asking questions and commenting about print) and nonverbal (pointing to or tracking print). Features include, front cover, author and illustrator, top and bottom of page. Using finger pointing during shared reading reinforces the concept of words, word boundaries, and directionality.

Encouraging students to use a pointer (a ruler will do) to point to words as they read is another way to focus attention on the concepts of print. The use of big books or enlarged text allows all to see easily.

#### **Morning Message/Daily News**

In this [strategy](#), the teacher writes a daily message to the students. The message welcomes the students and highlights the day's events. After the shared reading of the message, the teacher can guide students to identify various features of print such as beginning and ending sounds, rhyming words, word families, as well as grammar and mechanics.



(Photo from [Fabulous in First](#))

## Instructional Supports for the Model Curriculum

### Cut-up Sentence

After a guided reading lesson, ask students to compose a sentence about the text, or to choose a challenging sentence from the text. Write the sentence on a piece of tag board while the student watches. Next, cut the sentence up (usually word-by-word) while the child watches. Scramble the word and ask the child to reassemble the sentence. Place the sentence in an envelope with the sentence written (by the teacher) on the outside. The student can then take the sentence home to reassemble the sentence for reading practice or to rewrite as a way to accumulate more words into their writing vocabulary. The envelope with the sentence written on the outside serves as a way for the child or parent to check after the sentence has been reassembled. [The Power of the Cut-Up Sentence](#) is an article that explains the process and the value of this strategy.

### Instructional Resources/Tools

#### Whole Brain Teaching


This [video](#) shows teachers how to teach students hand motions they can use to demonstrate their understandings about features of print.

#### The Teachers College Reading and Writing Project

This [website](#) offers a Concepts About Print assessment. The CAP is an assessment of each child's level of understanding, and sometimes misunderstandings of the features of print helps teachers know what their students are attending to in print and what still needs to be mastered. This knowledge enables teachers to design and focus teaching points in literacy minilessons and other classroom literacy experiences that move children forward in their understanding of how print works. This website requires a free account.

**Justice, Laura M, and Amy E. Sofka. *Engaging Children with Print: Building Early Literacy Skills Through Quality Read-Alouds*. New York: Guilford Press, 2010** provides research-based techniques for using reading alouds to intentionally and systematically build children's knowledge of print.

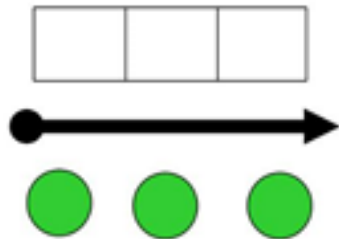
For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b><i>Phonological Awareness</i></b>
<b>Standard</b> 	<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds). <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending phonemes, including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual phonemes.</li> </ol>
<p><b><u>Previous Grade Level Progression Statement</u></b>            In the previous grade level, students were expected to recognize and produce rhymes; count, pronounce, blend and segment syllables in spoken words; blend and segment onset and rimes in single-syllable words; isolate and pronounce the phonemes in CVC words; and add or substitute individual phonemes in single-syllable words to make new words.</p> <p><b><u>Content Elaborations</u></b>            Phonological awareness is a broad term that includes the skills of identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns and practicing the skills of blending and segmenting. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.</p> <p>Phonological awareness instruction should be explicit (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and systematic (progressing from easier to more difficult tasks). In first grade, students should receive phonological awareness instruction for a brief time whole group each day, and allow additional time for small group instruction for students who need further assistance.</p> <p><b><u>Next Grade Level Progression Statement</u></b>            This standard does not continue into the next grade. However, phonological awareness, and specifically phonemic awareness, is necessary for a student to obtain in order to learn to read. Students that have not yet mastered this standard will continue to need instruction in this area.</p>	

**Instructional Supports for the Model Curriculum****Instructional Strategies****Elkonin Boxes**

(individual or small group)

[Elkonin Boxes](#) can be used to build phonological awareness skills by segmenting words into individual sounds, or phonemes. A card with a picture or object that is provided by the teacher and boxes that represent the number of phonemes in the picture/object name are used to aid the student in segmenting and blending single-syllable words. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme. In some cases, different colored tokens may be used for consonants and vowels or just for each phoneme in the word. Most often, students begin with CVC words that are already a part of their vocabulary. There are multiple ways to show and use Elkonin boxes. Other examples can be found throughout the K, 1, and 2 model curricula.

**Guess the Word/Snail Talk Game**

(small group)

Students will be able to blend and identify a word stretched out by the teacher. Use picture cards of objects that students are likely to recognize such as sun, flag, snake, tree, and book. Place the picture cards in front of the students. The teacher will say a word using "Snail Talk" a slow way of saying words (e.g., /ffffllllaaaag/). The students will use the pictures to help determine the word. Once they become accustomed to doing this, students can become the 'teacher' and stretch the word for other students.

**Picture Sort**

Students are asked to sort pictures based on a specific attribute. Students can be asked to sort by initial, medial vowel, and final sounds, or sort based on short or long vowel sound. Students have to isolate and produce the sound in order to place the picture in the correct column.



### **Instructional Resources/Tools**


[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards-](#) Pages 19-20 provide the general progressions of phonological skills and examples of each skill.

Adams, Marilyn J. *Phonemic Awareness in Young Children: A Classroom Curriculum*. Baltimore, Md: P.H. Brookes, 1998  
This book includes adaptable activities and games which focus on the developmental sequence of phonemic awareness.

**Honig, Bill, Linda Diamond, and Linda Gutlohn. *Teaching Reading Sourcebook*. Novato, CA: Arena Press, 2013** provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

**Gillon, Gail T. *Phonological Awareness: From Research to Practice*. New York: Guilford Press, 2017** provides a comprehensive review of knowledge about phonological awareness coupled with practical guidance for helping preschoolers to adolescents acquire needed skills.

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b><i>Phonics and Word Recognition</i></b>
<b>Standard</b>  	<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs.</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to demonstrate basic knowledge of consonant grapheme-sound correspondence (know and apply letter sounds), associate common spellings for long and short vowel sounds, read common high frequency words by sight, and distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><b><u>Content Elaborations</u></b></p> <p>Systematic phonics instruction is a part of a balanced program of teaching reading. Phonics, along with other strategies, is used for word recognition. Phonics is the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Decoding is an integral part of the reading and writing experience.</p> <p>The most effective phonics instruction is explicit (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and systematic (sound/spelling relationships are taught in a clearly defined, carefully selected, logical and cumulative instructional sequence).</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In the next grade level, students are expected to know and apply grade-level phonics and word analysis; distinguish long and short vowels when reading regularly spelled one-syllable words; know spelling-sound correspondences for additional vowel teams; decode two-syllable words with long vowels; decode words with common prefixes and suffixes, identify words with</p>	

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b><i>Phonics and Word Recognition</i></b>
	<b>inconsistent but common spelling-sound correspondences; and recognize and read grade-appropriate irregularly spelled words.</b>

	<b>Instructional Supports for the Model Curriculum</b>
	<p><b><u>Instructional Strategies</u></b></p> <p><b>Making Words</b>          Making words is a hands-on activity that challenges students to learn new words and sort them by letter patterns, prefixes, suffixes, and big word parts. With each lesson, students use pre-selected letters to make 15 to 20 words, starting with short words and building up to longer words. The teacher then gives clues, such as “this is a three-letter word that is the opposite of hot”. Students use their letter tiles to form the word “cold”. The clues get progressively harder and involve an increasing number of letters each time. Ultimately, students will use all letters to make the “mystery word”.</p> <p><i>This also connects to Ohio’s Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: ENGAGEMENT AND PERSISTENCE: Carry out tasks, activities, projects, or experiences that are increasingly challenging.</i></p> <p><b>Word Ladders</b>          Word ladders allow students to practice recognizing differences between similar sounding words. In early phonics instruction, word ladders are used to have children understand words can differ by a single phoneme. Word ladders must be carefully planned, each word only differing from the next by one phoneme-grapheme correspondence, and teachers should consider the difficulty of the task: the initial position is the easiest place for a child to hear a contrast, the final position more difficult, and the medial position most difficult. To find more information on this strategy visit University of Toronto’s website <a href="#">here</a>.</p> <p><b>Word Family Anchor Charts</b>          One way to progress beyond sound-by-sound blending is to practice onsets and rimes in word families. Word families are made up of words that share a rime unit (the vowel and what follows in a syllable). Anchor charts are different from teacher-generated materials or purchased posters because they are created with students. The teacher acts as the scribe while students brainstorm lists of words using the focused word family. Chart paper and markers or an interactive whiteboard can be used to capture students’ suggestions. Because students have collaborated in the creation of the charts, they are more apt to make use of the information contained on them. The teacher models how to use the anchor chart as a resource.</p>

## Instructional Supports for the Model Curriculum

### Word Wall

A [word wall](#) is a collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive tool for students and should contain an array of words that can be used during independent writing and reading.

### Word Study

In [word study](#), teachers encourage students to compare and contrast patterns in words. One common method for doing so is by having students sort words. Words can be sorted using a *closed sort* (teacher tells the student how to sort the words in predetermined categories) or an *open sort* (students discover ways to group words and explain the categories they create). When sorting, students use their word knowledge to separate examples that go together from those that do not.

In addition to sorting, students may hunt for words in their reading and writing that fit the pattern being studied, may construct a word wall illustrating examples of the different patterns studied, may keep a word study notebook to record the known patterns and their new understandings about words, or may play games and activities to apply their word knowledge (Bear et al., 2000).

A cycle of instruction for word study might include the following:

- introduce the spelling pattern by choosing words for students to sort
- encourage students to discover the pattern in their reading and writing
- use reinforcement activities to help students relate this pattern to previously acquired word knowledge
- teachers then test students' pattern knowledge rather than their ability to memorize single words

For example, a teacher might have students work with twenty words during a word study cycle and then randomly test students on ten of those words. [Use fewer words for struggling students](#). For students studying the *-at* family, a teacher might include the word "vat" on the spelling test even though it wasn't on the initial spelling list – this allows the teacher to see if students are able to transfer their knowledge of the "at" chunk to a new word they haven't seen before.

### Sound/Spelling Cards and Sound Wall

Teachers use sound/spelling cards to provide a clear model of individual speech sounds and their spellings. A sound wall can be displayed to provide an interactive tool for students to provide access and practice around sound/spelling patterns. It is a visual representation of how sounds are spelled in different ways. Sound walls allow for deep learning of language structure as opposed to methods that support rote memorization of words.

### Phoneme/Grapheme Mapping

One to one correspondence of sound and symbol in [Elkonin Boxes](#). Students are now attaching a symbol to the sound. Students will write the corresponding letter or letters to each sound of a word in a box. Students will then write the word next to the boxes.

## Instructional Supports for the Model Curriculum

### Strategy Lessons

These are mini-lessons that explicitly teach children to transfer the knowledge gained from phonics instruction into their reading. These lessons can be taught whole group, small group, or to an individual student.

#### *Focused on the skill of decoding...*

- **Strategy: Use a Word you Know**, You can use a word you know to help you read a word you are having trouble with. Look for a part of the word that is the same as a part in a word you know. Notice what is different. Try to read the word.
- **Strategy: Apply Your Word Study to Book Reading**, Connect what you learn during word study and phonics to the words you are trying to read in your books. Make sure you think, “Have I seen a word like this or letter pattern like this during word study?” And if so, use what you know to help you read the word.
- **Strategy: Group Letters That Make Sounds Together**, Look at letters in groups, not just one by one. Many letters make sounds together, and it is important to read them together. Going left to right, look for the letters that go together.
- **Strategy: Take the Ending Off**, Use your finger to cover up the common endings you see (for example, -ing, -ed, -er). Read the first part of the word that is not covered. Then, put the ending back on and read the whole word.

### Decodable Texts

Decodable texts are reading practice materials in which the majority of words are linked to sound/spelling relationships and patterns students have been taught and a proportion of previously taught sight words. These books should be used to help with phonics instruction and not be confused with ongoing reading of books from the classroom library. The use of decodable texts in the phonics lesson does not replace the need for other types of texts in other parts of the reading lesson (i.e. “just-right” books, books for teacher read-aloud, oral vocabulary development, shared writing, poetry recitation, enjoyment of picture books, etc.)

[Construct-a-Word](#) from ReadWriteThink is an online tool that provides students practice with onsets and rimes. The online tool prompts students to create multiple words that are then saved in a word bank to have students review and read. There are also sample first grade lessons provided that involve the use of this digital tool.

[Puzzle Me Words](#) from ReadWriteThink is an online tool that provides student practice of letter sounds by combining letters to spell the words in a picture. There is a beginning and advanced level of the activity. There are also sample first grade lessons provided that involve the use of this digital tool.

[PBS Kids Games](#) provides students the opportunity to practice phonics skills through various online games. Each game has a description and learning goals to help the teacher decide what games to use for individual practice.

[Phonemic Awareness and Phonics Assessments](#) from Literacy Resources provide teachers with an assessment to use with first graders to evaluate phonemic awareness and phonics skills. A baseline, mid-year, and end of year assessment is provided.

## Instructional Supports for the Model Curriculum

[Foundational Assessments and Benchmarks](#) from The Reading and Writing Project provide teachers with assessments to evaluate foundational skills including letter sound identification and high frequency words.

### **Instructional Resources/Tools**

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels.

Archer, Anita L, and Charles A. Hughes. *Explicit Instruction: Effective and Efficient Teaching*. New York: Guilford Press, 2011 provides a practical and accessible resource for teachers to implement explicit instruction.

### **Syllabication: Using Syllable Types and Division Principles**

One approach to syllabication, using syllable types and division principles, emphasizes identifying and reading the six common types of syllables. The six common types of syllables are available in [Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A](#) on pages 22-23. This instructional approach helps readers to “see” the chunks in multisyllabic words.

**Bear, Donald R, Marcia Invernizzi, Shane Templeton, Francine R. Johnston, and Donald R. Bear. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Boston, Pearson, 2016** is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.

**Moats, Louisa C. *Speech to Print: Language Essentials for Teachers*. Baltimore: Paul H. Brookes Pub. Co, 2010** provides educators with the necessary tools to understand the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction.

Beck, Isabel L. *Making Sense of Phonics: The Hows and Whys*. New York, N.Y: Guilford Press, 2006 provides tools and strategies for explicit, systematic phonics instruction in K-3.

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

**Instructional Supports for the Model Curriculum**

[Core Knowledge Skills Units](#) The Core Knowledge Foundation, a 501(c)3 not-for-profit organization, has published a wide variety of educational books and materials, from curricular guidelines to comprehensive instructional programs. They offer many of these materials as open educational resources (OER), available at no cost for non-commercial use. This resource provides free resources to meet this standard.



<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b>Fluency</b>
<b>Standard</b>	<p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<p><b><u>Previous Grade Band Progression Statement</u></b>  <b>In the previous grade level, students were expected to read emergent-reader texts with purpose and understanding.</b></p> <p><b><u>Content Elaborations</u></b>  The focus of Fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to continue to utilize these skills with increasingly complex text.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<p><b><u>Instructional Strategies</u></b></p> <p>Any of these read aloud strategies could be enhanced using <a href="#">Flipgrid</a>.</p> <p><b>Teacher-Assisted Reading</b>  Teachers reading aloud effortlessly and with expression provides a fluency model for students. To build fluency, it is important for students to see the words that are being read as they hear them being read.</p>	

## Instructional Supports for the Model Curriculum

### Partner Reading

Paired students take turns reading aloud to each other and providing corrective feedback. Partners are paired with students of a similar reading ability and are reading from books at their independent reading level. Partner reading provides students with a socially supportive context that both motivates partners to read well and provides a supportive environment.

### Audio-Assisted Reading

Audio-assisted reading allows for students to follow along in their book (seeing the text is a critical element) as they hear a recording of a fluent reader read the book. In this strategy, students read without an adult so it is important appropriately match students to texts using a student's independent reading level. [Columbus Metropolitan Library](#) has a large number of audiobooks for children available for 'virtual' checkout.

### Repeated Readings

In Repeated Readings, the student participates in several rereadings of the same text. The familiarity of the text allows the students to shift their focus from decoding to reading fluently.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE Begin to practice skills purposefully in order to improve performance or for enjoyment.)*

### Phrased Reading

In Phrased Reading, the teacher selects a short text/ or poem and writes its lines onto sentence strips. This shows students how good readers cluster portions of text rather than saying each word separately. Hold up strips one at a time and have students read the phrases together. Reinforce phrased reading by using the same text/poem in guided reading and pointing to passages you read as a class. Encourage phrase reading by sliding a finger under the sentence, rather than pointing to each word individually. The International Literacy Association has an [article](#) that explains the rationale and positive impact phrased reading has on fluency.

### Guess the Covered Word

- In [Guess the Covered Word](#), students are applying letter sounds and are using context to decode. This strategy helps students to cross-check. To prepare for a Guess the Covered Word activity, write five to seven sentences that can be displayed for all students to see. Cover one word in each sentence with sticky notes. Read the sentence and ask the students to list words that make sense. Write a limited number of guesses.
- Uncover the letters that lead up to the first vowel only. Have students eliminate any guesses that do not have the same beginning.
- Have students make more guesses that include the same beginning and makes sense.
- Repeat until the whole word is uncovered.

## Instructional Supports for the Model Curriculum

### Tongue Twisters

Practice saying tongue twisters. The silly sentences carry a message and require expression while engaging students in language play. Once children have practiced with some of the more common ones, they can be encouraged to write their own. Books written by Dr. Seuss are also good to use to practice phrasing, fluency, and expression. An assortment of tongue twisters can be found on the Busy Teachers' [website](#).

### Reader's Theater

In this fluency strategy, students are assigned a "part" in a script. The students practice reading their part fluently over several days, but are not to memorize their lines. After Once they are ready students can 'perform in front of an audience. The Teaching from the Heart [website](#) includes a number of reader's theater scripts freely available for teacher use.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE Begin to practice skills purposefully in order to improve performance or for enjoyment and STRAND: CREATIVITY Engage in elaborate, inventive, and social play.)*

### Strategy Lessons

- **Read It Like You've Always Known It:** When you have to pause to figure out a word, go back to the beginning of the sentence and reread. This time, read the word right away like it is a word you have always known. Reading the sentence as a whole after you have figured out each word will help you hold on to the meaning.
- **Make the Bumpy Smooth:** Sometimes it is hard to read smoothly the first time you see something new, when the story or information is new and the words are new, too. Go back after you know the words to try to smooth out the reading. Pause once every few words, instead of after every word.
- **Read like a Storyteller:** When you are reading a story, try to sound like a storyteller. When there is a character talking, make sure you are thinking about what is being said, how the character says it (tone), and what the character's feeling. When the character stops talking, change your voice to sound like a narrator.

### Instructional Resources/Tools

Rasinski, Timothy V, Camille Blachowicz, and Kristin Lems. *Fluency Instruction: Research-based Best Practices*. New York: The Guilford Press, 2012 is an accessible guide that brings together well-known authorities to examine what reading fluency is and how it can best be taught.


**Instructional Supports for the Model Curriculum**

Rasinski, Timothy V, and Timothy V. Rasinski. *Essential Readings on Fluency*. Newark, Del: International Reading Association, 2009 is a professional resource that focuses on the connection between reading fluency and reading comprehension, provides ways to assess fluency and includes strategies to help early reader become more fluent.

Moskal, Mary K, and Camille Blachowicz. *Partnering for Fluency*. New York: Guilford Press, 2006 provides teachers with ideas of how to incorporate fluency activities into instruction across content areas.

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

**WRITING STRAND**

Strand	Writing
Topic	<i>Text Types and Purposes</i>
Standards	<p><b>W.1.1</b> Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p> <b>W.1.2</b> Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives to 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.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  In Kindergarten, students are expected to use a combination of drawing, dictating, and writing to compose opinion, informative/explanatory, and narrate a single event or several loosely linked events.</p> <p><b><u>Content Elaborations</u></b>  “Students need to develop a basic knowledge of the writing process and to know how to vary the process for different genres and purposes” (Fountas and Pinnell, 2017). Young writers need to build a writing identity by being taught how to be a writer. This identity is developed by learning the importance of audience, purpose, and being able to choose their own topics within these types of writing. Writing is taught as a stand-alone, but also needs to be integrated within all content areas. Writing and reading instruction and learning are reciprocal processes.</p> <p>Opinion pieces in first grade include students writing independently, giving supporting reasons, and adding a sense of closure to their writing. Opinion pieces can overlap into informative/explanatory and narrative writing. Opinion writing is a precursor to argumentative writing that occurs in later grades.</p> <p>Informative/explanatory writing is used to inform and sometimes persuade a reader on a topic. Facts on the topic are organized in a logical manner so it makes sense to the reader. A writer may work to get readers interested in a topic. This type of writing uses illustrations, text, and text features to guide and inform the reader. The writer provides some sense of closure for the reader.</p>	

Strand	Writing
Topic	<i>Text Types and Purposes</i>
	<p>Narrative writing in first grade is told like a story with a beginning, a sequential series of events, and an ending. An appropriate form of narrative for first grade is the personal narrative. Writers may tell stories from their own lives. Writers may include thoughts and feelings, dialogue, and descriptive details to make the story more interesting.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In 2nd grade, student broaden their experiences with opinion, explanatory and informational writing. They add more factual information and support that information with details from texts they have read. When writing narratives students are expected to become more proficient at organizing story events and providing details that show more about characters they include.</b></p>

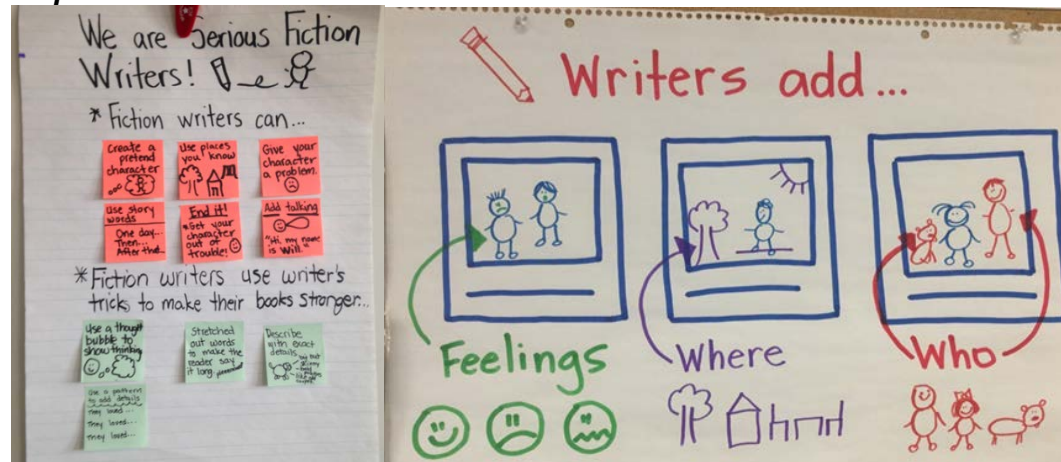
Instructional Supports for the Model Curriculum	
	<p><b><u>Instructional Strategies</u></b></p> <p><b>Writer's Workshop</b>  <a href="#">Writer's Workshop</a> is a structure that creates a community of learners who support one another throughout the writing process. Students are part of a group of peers who see themselves as writers because they are treated as serious writers. Students are talking, sharing, reading and writing for real purposes with collaboration and honest, considerate feedback being highly valued. Students are engaged in writing daily. Students are given the opportunity to choose topics and are offered paper choice, including blank books (blank pages or lined pages with room for pictures). Anchor charts and a word wall are displayed in the room to support writers. Students need a writing folder to store ongoing writing pieces. In order for a successful workshop, quality time should be spent at the beginning of the year to teach students routines and management. These lessons need to be revisited as necessary throughout the year. The components can include mentor text, mini lessons, independent writing, conferencing, creating, anchor charts, rubrics, feedback, sharing, and writer's notebook.</p> <p>Students can use digital tools (ex. LMS, SeeSaw, Educreations) to celebrate their writing through a recorded read aloud of their piece. This read aloud can then be shared and students in the class can provide feedback and thoughts to their peers in an online platform. This process also allows the teacher to access the read aloud at a later time to prepare for conferencing with the student.</p>

## Instructional Supports for the Model Curriculum

### Anchor Charts

[Anchor Charts](#) make learning visible by recording content, strategies, and processes. The charts are displayed in the classroom for the students to refer to and interact with during writing. Anchor charts should be simple and only contain the most relevant information. They are created with students during the focus mini lesson and/or the intentional share. The University of Toronto Balanced Literacy [website](#) provides an explanation and rationale for their use.

### Example Anchor Charts:



When using anchor charts in the classroom, to switch colors between lines of text is very helpful. You do not need to use a different color for every single line. Even switching back and forth between just two different colors is very useful in helping students who struggle to differentiate between lines of text and to visually track the text. In addition, having picture clues (even very simply sketched ones) is useful to help students get the gist of the words if they cannot read it yet.

### Shared Writing

Shared writing is an instructional strategy during which the teacher and the students work together to compose a text. The teacher acts as a scribe while students contribute words and thoughts to compose a topic specific text. As teachers write they model what good writers do, sounding out words, asking questions of themselves about capitalization and punctuation, asking students for help finding better ways to say something etc.. The ReadWriteThink [website](#) provides a detailed explanation of the strategy. Shared writing is demonstrated in this [video](#).

*(This instructional strategy also connects to STRAND: ENGAGEMENT AND PERSISTENCE: Demonstrate interest in following a process and producing a product with support from adults.)*



## Instructional Supports for the Model Curriculum

### Mentor Text

Mentor texts are authentic texts of various genres used to expose student writers to the structures and features of those genres. Mentor texts are read aloud, usually in a whole group setting. Familiar texts are chosen or new text of topical and content interest can also be used. After reading the mentor text to students several times, a text structure is then explained and used as a model (i.e., ideas, craft, word choice, fluency, organization). The teacher will ask students to listen for the chosen feature and allow students to discuss what they “notice” in the author’s style of writing.

Teachers can flip learning and increase differentiation by using digital tools to record the mentor text being read aloud. Students can then access the read aloud as homework or as part of a station rotation to free up time for teacher to work with small groups or individuals. When planning to use an exemplar text to teach an aspect of writing, hearing the story read at least once (if not multiple times) before the lesson would benefit your diverse learners.

### Focused Mini Lesson

A mini lesson is a short lesson usually lasting 5-15 minutes that is explicit and clear. A mentor text may be used to show an exemplar of the teaching point. The lesson is focused to teach students one important component of writing. The teacher demonstrates the teaching point. Students then practice the skill with teacher support. If a mentor text is used, students may participate in the mini lesson by discussing their thinking about the mentor text, what they notice in the mentor text, and their ideas about how to compose their own writing.

Using a digital tool such (ex. LMS, SeeSaw, Educreations) teachers can flip mini lessons as part of homework or station rotation and then work with students directly on the application part of mini lesson. When planning to use an exemplar text to teach an aspect of writing, hearing the story read at least once (if not multiple times) before the lesson would benefit your diverse learners.

### Independent Writing

Students have an opportunity to work independently on their writing for twenty to thirty minutes. Writing should not wait for reading, grammar, or spelling to develop first. Students choose their own topics to write and use developmental spelling. For those students that have difficulty self-starting, simple prompts should be used. *(This instructional strategy also connects to Ohio’s Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: ENGAGEMENT AND PERSISTENCE: Carry out tasks, activities, projects, or experiences that are increasingly challenging.)*

Some students will benefit from the use of a visual timer (such as the Time Timer - [timetimer.com](http://timetimer.com)) to help them keep track of how much longer they need to keep writing. Students may need to be scaffolded into longer times to build stamina. This development is also when timers come in handy. Students who are not ready to write for the full time need to have specific instructions in what to do when their timer ends.

## Instructional Supports for the Model Curriculum

### Writing Conference

During independent writing time, teachers are conferring one-on-one with students. This time is an opportunity for the teacher to point out the strengths of a student's writing and help them understand ways they can improve. During writer's workshop conferences, it is important that teachers only pick one or two things that they want students to work on improving. Feedback should be specific and may connect to the mini lesson. A teacher might circulate the room to meet with individuals. *(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: RELATIONSHIPS: Engage in extended, reciprocal conversations with familiar adults around a specific topic.)*

Digital tools are a great way to track progress over time. By reviewing pictures, student read alouds, etc. that have been captured digitally, teachers can show students their progress over time. Students who struggle need to be seen more frequently in the "conferencing rotation" than other students.

### Writers' Notebooks

The writer's notebook is a place for student writers to collect thoughts, ideas, new words, and writing resources (e.g., writer's workshop procedures). The notebook is also used for teacher and peer feedback. The notebook is a personal tool for the student writer. NCTE describes the purpose of and methodology for developing a writer's notebook in the article "[Writer's notebook: A place to dream, wonder, and explore.](#)" For writer's notebooks, use various types of paper (unlined, lines, raised lines, boxes for text, etc.) and writing utensils (fat markers or pencils, standard pencils, etc.) and various pencil grips available for students who need them or who have definite preferences.

### Graphic Organizers

Graphic organizers are effective visual maps or diagrams in which students record their thoughts and connect their ideas in the prewriting stage. *(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to practice skills purposefully in order to improve performance or for enjoyment. It also connects to the STRAND: INITIATIVE: Begin to organize information or ideas into categories as a first step in reaching a goal or solving a problem.)*

A variety of digital graphic organizer templates could be made available for students to choose from electronically to provide the student choice, to help them identify the purpose of a graphic organizer and how to identify a graphic organizer to best meet their need.

### Student Leveled Checklists

Leveled Checklists can be used to differentiate writing expectations for students. Checklists are written in kid-friendly language and often include examples. Leveled checklists detail what the writing should look like to be on grade level. Students are taught to self-assess, to set goals for themselves, and to work with deliberateness to improve their writing in ways that are crystal clear for them.

## Instructional Supports for the Model Curriculum

### Interactive Writing

Interactive Writing is a collaborative strategy where both the teacher and students are composing text together. The teacher serves as a facilitator to model and guide students with the purpose of getting the children's thoughts on paper. Students are invited to contribute a letter, word, or part of a word. The teacher is strategic in matching the part the student writes with what they are currently learning. The final product should be displayed in the classroom.

Overview and Sample Lesson: [Getting the Most out of Interactive Writing](#)

Sample lesson from ReadWriteThink: [Teaching Audience through Interactive Writing](#)

*(This instructional strategy also connects to STRAND: ENGAGEMENT AND PERSISTENCE: Demonstrate interest in following a process and producing a product with support from adults.)*

### Student Writing Portfolios

Student portfolios can be used to evaluate learning. Portfolios illustrate writing capabilities and growth over time that a student makes and also reflects their critical thinking. Portfolios should be a collection of student writing samples that show responses and self-created writing in multiple writing genres.

*Student writing portfolios can also include electronic copies of writing pieces, but should include student handwritten pieces as well to show student growth over time.*

### On-Demand Writing Piece

An on-demand writing piece is a way to determine whether students are applying what they have learned in mini-lessons and writing conferences. Students write the piece with no assistance from the teacher or peers. The expectation of writing on-demand is that students will plan, write, edit, and revise a piece of writing within a specific time period. It can be used across all content areas, not just to examine a student's writing ability at a particular point in time, but also to determine understanding of specific concepts. The book Gere, Anne R, Leila Christenbury, and Kelly Sassi. *Writing on Demand: Best Practices and Strategies for Success*. Portsmouth, NH: Heinemann, 2005 provides in depth discussion for on-demand writing and includes strategies that are useful for elementary teachers.

### Student Leveled Checklists

Leveled Checklists can be used to differentiate writing expectations for students. Checklists are written in kid-friendly language and often include examples. Leveled checklists detail what the writing should look like to be on grade level. Students are taught to self-assess, to set goals for themselves, and to work with deliberateness to improve their writing in ways that are crystal clear for them.

## Instructional Supports for the Model Curriculum

### Pass the Story

Before putting thoughts on paper, practice by telling oral stories. The teacher begins the story and helps to keep students on track. Each person adds a sentence and the teacher ends the story to model the appropriate ways to have closure. The teachers should record/write the sentences students add as the process moves along. This piece of writing can later be used as an example for revision, focusing on specific elements of writing. Having an anchor chart available with transition words is a great strategy to help students practice using the language they will use when writing.

### Instructional Resources/Tools

*Ohio's Learning Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects APPENDIX C: SAMPLES OF STUDENT WRITING*, 2017 Student Samples: Grade 1, Informative/Explanatory "My Big Book About Spain" (page 12) and Grade 1, Narrative "I bot a little cotton ball" (page 14).

In Parsons, Stephanie. *First Grade Writers: Units of Study to Help Children Plan, Organize, and Structure Their Ideas*. Portsmouth, NH: Heinemann, 2005 Parsons outlines five specific units of study for your writing workshop that help students prepare thoughtfully to write.

Serravallo, Jennifer. *The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers with 300 Strategies*. Portsmouth, NH: Heinemann, 2017 provides strategies that match quality instruction with student needs.

CracLaminack, Lester L. *Cracking Open the Author's Craft: Teaching the Art of Writing*. New York: Scholastic, 2016. By observing the deep study of one book, teachers will learn how to explore any text with a greater appreciation for and understanding of author's craft, which they can use to support students' development as writers. Fifteen ready-to-use mini-lessons introduce students to techniques and literary elements they can use to craft their own writing.

The book Heard, Georgia. *Heart Maps: Helping Students Create and Craft Authentic Writing*. Portsmouth, NH: Heinemann, 2016 shows teachers how to devote time to helping students write with purpose and meaning and how to guide students into more authentic writing experiences by using heart maps to explore what we all hold inside: feelings, passions, vulnerabilities, and wonderings. The book shares 20 unique, multi-genre heart maps to help your students write from the heart.

Calkins, Lucy, Kelly B. Hohne, and Audra K. Robb. *Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8*. Portsmouth, NH: Heinemann, 2015 has grade level progression guides, rubrics, and student checklists for opinion, information, and narrative writing.

## Instructional Supports for the Model Curriculum

Cruz, Maria C. *A Quick Guide to Reaching Struggling Writers, K-5*. Portsmouth, NH: Heinemann, 2008 shows how to stop help young writers who struggle to put their thoughts on paper. Educators will find effective support for students who say: I'm not a good writer; My hand hurts; I don't know how to spell; I don't have anything to write about; I never get to write anything I want to write; I'm done.

### [Revision and Writing Groups](#) in First Grade from the National Writing Project

- To enrich writing activities, have students create skits to act out their writing.
- Depending on the ELL student's development and language, allowing the students to record their story in their native language and then translate it to English may be beneficial. The final copy could be bilingual. If a teacher saves these each year, they could be used as models for other ELL students.
- Some students may benefit from doing an audio recording first, as an alternate activity.

### Suggested Mentor Texts

It is important to read the mentor texts for enjoyment and comprehension before using them as mentor texts for writing. The following is a partial list of sample mentor texts to include in units, but this list is not limited to all possible authentic mentor texts.

#### **Mentor Opinion Writing:**

*Duck! Rabbit!* by Amy Krouse Rosenthal

*I Don't Want to be a Pea* by Ann Bonwill

*I Wanna New Room* by Karen Kaufmann Orloff

*The Perfect Pet* by Margie Palatini

#### **Mentor Informative/Explanatory Writing:**

*I Am Biographies* by Brad Meltzer

Nonfiction books by Gail Gibbons

*What If You Had Animal Teeth?* by Sandra Markle

#### **Mentor Narratives Writing:**

*Ralph Tells a Story* by Abby Hanlon

*Roller Coaster* by Marla Frazee

*The Snowy Day* by Ezra Jack Keats

*The Biggest Best Snowman* by Margery Cuyler

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Production and Distribution of Writing</i></b>
<b>Standards</b>	<p><b>W.1.4</b> (Begins in grade 3)</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In Kindergarten, students are introduced to the ideas of focusing on a single topic and revising their writing or drawings. Students collaborate to create written work that can be shared with a wider range of audiences both in and outside of the school setting.</b></p> <p><b><u>Content Elaborations</u></b>  First graders are being asked to revisit and revise their writing pieces. Peers and teachers are supporting the students through this part of the writing process. Students are not being asked to recopy a finished piece, but revise as they are drafting to complete a piece of writing. This process is not linear, but recursive. Students are gaining understanding that a writer can change a text or drawing to make it clearer or more interesting to their audience.</p> <p>Direct instruction in keyboarding skills begins in grade 1 in the technology standards and progresses each year to make students more comfortable using the hardware involved with using technology. The intention of this standard is not to encourage keyboarding instruction in a separate setting or context. Teachers should encourage keyboarding skills as students use digital tools for various purposes that fulfill relevant ELA standards. This standard provides the ideal opportunity for teachers to allow students to become familiar with the keys on a keyboard. Multiple opportunities like these will increase a student's "command of keyboarding skills."</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In 2nd grade, students are expected to produce texts that reflect planning, organization and evidence of revision and editing. In addition, students are expected to use appropriate technologies to further enhance their messages.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Writing Conferences**

During independent writing time, teachers are conferring one-on-one with students. This time is an opportunity for the teacher to meet the individual needs of each student. Feedback should be specific and may connect to the mini lesson. A teacher might circulate the room to meet with individuals. **Students who struggle need to be seen more frequently in the “conferencing rotation” than other students.**

*(This instructional strategy also connects to Ohio’s Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: RELATIONSHIPS: Engage in extended, reciprocal conversations with familiar adults around a specific topic.)*

Digital tools can keep track of conferencing notes in one easy to access place. Teachers can (with OneNote, Word, etc.) type notes and download examples of work while conferencing with students. Files can be stored and easily accessed both in and out of the classroom in a paperless fashion.

#### **Student Writing Portfolios**

Student portfolios can be used to evaluate learning. Portfolios illustrate the writing capabilities and growth a student makes, as well as their critical thinking. Portfolios should be a collection of student writing over time.

#### **Type a Letter to Service People**

Students will draft a letter to community service people to thank them for what they do. For example, students could write to the local Fire Department. In the “letter” (or paragraph), students would explain specific parts of the firefighter and EMS job that they appreciate.

#### **Peer Review**

In Peer Review, students share their writing piece with a peer for feedback. Partners can use a checklist to help guide the peer review process. The students are then to use the feedback to edit and revise their pieces.

*(This instructional strategy also connects to Ohio’s Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: ENGAGEMENT AND PERSISTENCE: Carry out tasks, activities, projects, or experiences that are increasingly challenging.)*

This opportunity would be great for teachers to have students use a digital tool (SeeSaw, Educreations) to record themselves sharing their writing, allowing for students to comment, and providing feedback. [Peer Review Strategy Guide](#) from ReadWriteThink



## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

[Seesaw](#) is a digital portfolio where students can upload their published pieces to share with an authentic audience. Students can also record video to discuss the writing process and respond to any questions about the writing piece.

[Digital Acrostic Poetry](#) from ReadWriteThink is an online tool that allows students to produce their own acrostic poetry digitally. There are also sample first grade lessons provided that involve the use of this digital tool. The digital acrostic poems can be saved.

[Digital Diamante \(diamond shaped\) Poetry](#) from ReadWriteThink is an online tool that allows students to produce their own diamante poetry. There is also a sample first grade lesson provided that involves the use of this digital tool. The digital diamante poems can be saved.

[Comic Strips](#) from ReadWriteThink is an online tool that allows students to produce their own comic strip writing independently or collaboratively with a peer. This tool guides the student(s) through a series of steps to successfully publish a creative piece of writing.

[Elementary School Writing Apps and Websites](#) from Common Sense Education is a resource that provides the teacher with a list of apps and websites that students can digitally create writing pieces. Each listed app and website has a description, grade level, and rating.

Storybird is a digital tool that uses illustrations to inspire students to write stories and turn them into digital picture books or poetry. Students can share their published pieces with an authentic audience and receive feedback. Only members in their class can view the stories, but the published pieces can be uploaded to a public forum. Storybird protects the privacy of the students by not collecting email address or full names.

*Friendly Letter* from ABCYa is a digital tool that reinforces the parts of a friendly letter and allows students to produce their own friendly letter through a series of specific steps. Students have the option of saving or printing the published letter.

Ray, Katie W, and Lisa B. Cleveland. *About the Authors: Writing Workshop with Our Youngest Writers*. Portsmouth, NH: Heinemann, 2004

Resource shows teachers how to launch writing workshop with young writers.

Glover, Matt. *Engaging Young Writers: Preschool-grade 1*. Portsmouth, NH: Heinemann, 2009

**Instructional Supports for the Model Curriculum**

Resource provides strategies for encouraging young students to enter the world of writing. Author provides examples, explains the processes, and makes suggestions about tools that can make writing a successful experience for young writers.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Research to Build Knowledge</i></b>
<b>Standards</b>	<p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.1.9</b> (Begins in grade 4)</p> <p><b>W.1.10</b> (Begins in grade 3)</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In Kindergarten, students are introduced to research by exploring a number of books and gathering information from the resources.</b></p> <p><b><u>Content Elaborations</u></b>  Shared research and writing projects can be done with partners, in small groups, or whole class. Students can gather information from a variety of resources, including, but not limited to “just right” information books, read-alouds, magazines, photos, websites, and videos. This standard offers an opportunity to integrate topics from other subject areas, such as science, social studies, math, art, and music.</p> <p>Students are supported by adults to recall information from experiences. The teacher serves as a facilitator. These experiences can happen in school or in the student’s life outside of school. Students are supported to gather information to answer a question. These questions could be teacher or student generated. Sources could include experts on a topic, texts, videos, and websites. This standard offers an opportunity to integrate topics from other subject areas, such as science, social studies, math, art, and music. This standard also may offer an opportunity for a home-school connection.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In second grade, students participate in shared research and writing projects with waning adult support. Students recall or collect relevant information from provided sources.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### Expert Projects

Students choose a topic of their choice that they love and in which they believe themselves to be an expert. The students research their topics and create presentations on the topics to teach the class about it. When first introducing this strategy, group students together to do the research. Initially the 'research' may be as simple as student pictures, photographs and invented spellings about a topic. As they become better readers, they can be encouraged to find books at their independent reading level that includes useful information. Presentations may include things such as a poster, video, PowerPoint, Google Slides, demonstrations, or artifacts. Expert projects help students see the world from another person's perspective and build empathy along with academic outcomes. *(This instructional strategy connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to practice skills purposefully in order to improve performance or for enjoyment. It also connects to the STRAND: INITIATIVE: Offers explanations about topics of interest.)*

#### Example Expert Projects:



#### Field Trip Reflection

Take a trip anywhere, and follow up with a writing activity. Students would answer the questions: 1) What did I learn on this trip? 2) Would I ever like to work there and why? 3) What is one question I still have about the place visited? Then, have students research (this activity could be online, with adults, in books, etc.) to find the answer to the question they still have.

## Instructional Supports for the Model Curriculum

### Genius Hour

Genius Hour is based on Google's policy that allows their employed engineers to spend 20% of their work time to research and work on a project of interest. In first grade, this could be used to extend learning within the classroom. Students choose a topic of interest to research over a long period of time. The teacher is to set aside a certain amount of time each week for students to research their topic. After several weeks of research, students then begin to create a product to share with an authentic audience. More information on the Genius Hour can be found in this resource, Krebs, Denise, and Gallit Zvi. *The Genius Hour Guidebook: Fostering Passion, Wonder, and Inquiry in the Classroom*. New York: Routledge, 2016

*(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness and Self Expression: STRAND: INITIATIVE Select challenging activities in which students are motivated to learn, even ones that may be too challenging. It also connects to the STRAND: ENGAGEMENT AND PERSISTENCE: Demonstrate interest in following a process and producing a product with support from adults. In addition, it connects to the STRAND: ENGAGEMENT AND PERSISTENCE: Begin to focus attention relevant aspects of activities and ignore or put aside irrelevant information with support from adults.)*

Digital Tools can provide other options for presentation such as PowerPoint, video presentation, etc. QR codes could be used to display projects in the hall to allow the entire student body and also visitors to view the expert projects.

### Exploration Center

Students are posed a cross-content question and invited to research the answer using teacher gathered objects and readings. Writing materials are present or students use an ongoing "thinking notebook" to record their findings. Student findings can be shared with the whole class. *(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to practice skills purposefully in order to improve performance or for enjoyment.)* Again, resources can be placed in using a digital tool such as Symbaloo that can be housed on the desktop or home page for students to access resources approved by the teacher. ELL students would benefit from having resources in both their native language and English, whenever possible.

### Integrated Shared Research

The teacher chooses a science or social studies standard and selects books to be used as read-alouds that support this standard and build background knowledge for all students. As the teacher reads students are gaining background knowledge. Teachers can use an [Alpha-box chart](#) to organize topic specific vocabulary pulled from the book. This process is an interactive; students identify "interesting" words. This helps to help create ownership for all students. Teachers can follow this up by collaborating with students to make a list of facts using the vocabulary from the chart. Students can then create their own writing pieces using words/facts that they choose from the collaboratively generated list.



## Instructional Supports for the Model Curriculum

Have available texts at, below, and above grade level for students to use for research. The teacher can locate, review, and make available online resources for the social studies or science standard to complement the read-alouds. The read-alouds could also be done digitally to allow more choice for students and the opportunity for more students to listen at one time on different topics.

(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: **STRAND: ENGAGEMENT AND PERSISTENCE: Demonstrate interest in following a process and producing a product with support from adults. It also connects to the STRAND: ENGAGEMENT AND PERSISTENCE: Begin to focus attention relevant aspects of activities and ignore or put aside irrelevant information with support from adults.)**

### Instructional Resources/Tools

#### **Suggested Mentor Texts**

It is important to read mentor texts for enjoyment and comprehension before using as a mentor text for writing. Here is a partial list of sample mentor texts to include in research and how-to studies, but this list is not limited to all possible authentic mentor texts.

<b><i>Mentor How-to Writing</i></b>	<b><i>Mentor Research Writing</i></b>
<ul style="list-style-type: none"> <li>• <i>How a House Is Built</i> by Gail Gibbons</li> <li>• <i>The Pumpkin Book</i> by Gail Gibbons</li> <li>• <i>How to Make Salsa</i> by Jamie Lucero</li> <li>• <i>Let's Make Pancakes</i> (Red Rocket Readers) by Maria Gill</li> <li>• <i>How to Make Slime</i> by Lori Shores and Gail Saunders-Smith (Pebble Plus)</li> <li>• <i>How to Build a Tornado in a Bottle</i> by Lori Shores, Gail Saunders-Smith, and Ronald Browne</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Abcs of Habitats</i> by Bobbie Kalman</li> <li>• <i>What Is Weather?</i> by Ellen Lawrence</li> <li>• <i>Surprising Sharks</i> by Nicola Davies</li> <li>• <i>Solids, Liquids, And Gases</i> (Rookie Read-About Science) by Ginger Garrett</li> <li>• <i>What Is the World Made Of? All About Solids, Liquids, and Gases</i> by Kathleen Weidner Zoehfeld</li> <li>• <i>Creature Features: Twenty-Five Animals Explain Why They Look the Way They Do</i> by Steve Jenkins and Robin Page</li> </ul>

Sample Lessons: [Reading and Writing about Whales](#) and [Investigating Animals: Using Nonfiction for Inquiry-based Research](#) by ReadWriteThink.

Bucknall, Sue. *Children as Researchers in Primary Schools: Choice, Voice, and Participation*. New York: Routledge, 2012  
This resource provides teachers with the tools necessary to implement a 'children as researchers' in their classrooms or in the larger context of their schools.

**Instructional Supports for the Model Curriculum**

[Seesaw](#) is a digital portfolio where students can upload their published projects to share with an authentic audience. Students can also record video to discuss the process, recall information from their experiences.



**SPEAKING AND LISTENING STRAND**

Strand	Speaking and Listening
Topic	<i>Comprehension and Collaboration</i>
Standards	<p><b>SL.1.1</b> Participate in collaborative conversations about <i>grade 1 topics and texts</i> with diverse partners in small and larger groups.</p> <ul style="list-style-type: none"> <li><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li><b>b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
	<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In Kindergarten, students are expected to be able to have a collaborative conversation on Kindergarten topics and text. They are expected to follow agreed-upon rules for discussion and continue a conversation through multiple exchanges. Students have experience confirming understanding of a text read aloud presented in various media and formats by asking and answering questions. Students also are expected to seek help, get information, or clarify something that is not understood.</p> <p><b><u>Content Elaborations</u></b></p> <p>In First Grade, teachers are setting the stage for productive academic conversation and are building community by continuing their learning from Kindergarten about having conversations with academic topics outside of the home. Classes should establish agreed-upon procedures and routines for teacher-led and student-led discussions within a large group, small group, and with partners. These procedures and routines are modeled and practiced through explicit lessons in the beginning of the year, and revisited throughout the year. Common procedures establish order, consistency, and respect. By having the class help develop the procedures, students build a sense of ownership.</p> <p>Students are able to ask and answer questions about texts read aloud, and from various media and other formats. Students should be introduced to a variety of 21st century digital tools that provide information.</p>

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
	<p>Students able to ask and answer questions about what a speaker says. Students need to be engaged in active listening to comprehend the speaker. When students listen actively, they concentrate on what is being said and remember the information.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In second grade, students continue to build on the same skills using topics appropriate to that grade level. Additionally, students ask and answer questions that clarify information and deepen their understanding of the text, topic, or issue.</b></p>

	<b>Instructional Supports for the Model Curriculum</b>
	<p><b><u>Instructional Strategies</u></b></p> <p><b>Turn and Talk, Team Talk, Think-Pair-Share</b>  Turn and talk / team talk /think-pair-share maximizes participation, engagement, and focus. Students share their thinking with a peer(s). Teachers first present a question about a text or discussion topic. Students have time to think about their response. Students then team up with a peer to share their thinking. The teacher moves around listening to pairs or groups. Finally, the teacher brings the class together for a whole group discussion.</p> <p><i>(This instructional strategy also connects to Ohio's Social Emotional for Early Learning, Awareness, and Self Expression: STRAND: SELF: Demonstrate an understanding that another person's feelings differ from one's own thoughts.) Using recording tools on an iPad or other device, teacher records a student speaking a few sentences in response to a teacher generated prompt. Students then record as they respond in turn. At the end, the teacher plays the conversation and students assess the exchange.</i></p> <p><b>Accountable Discussions</b>  Students use evidence to defend their thoughts and opinions. They learn to agree and disagree with respect and participate in conversations in a polite manner. Examples include "<i>I believe ____ because ____</i>" and "<i>I agree with ____ because ____.</i>" The first blank could include another students name and the information that student supplied. The second blank should include specific evidence drawn from materials related to the topic of discussion that supports the speaker's point. <i>(This instructional strategy also connects to Ohio's Social Emotional for Early Learning, Awareness, and Self Expression: STRAND: SELF: Demonstrate an understanding that another person's feelings differ from one's own thoughts.)</i></p>

## Instructional Supports for the Model Curriculum

### Four Corner Debate

Traditional four-corner debate encourages students to express their point of view, consider other's viewpoints, and draw conclusions in a non-threatening atmosphere. Four-Corners Debate generates listening to and respecting another person's point of view. The traditional concept includes strongly agree, strongly disagree, agree, and disagree. For first grade, this can be modified by using two sides- agree and disagree. The strategy begins with a statement provided by the teacher related to a concept students may be studying in social studies or connected to a text that is being read. Students move to a corner of the room based on whether they agree or disagree. Students then explain why they chose that position. *(This instructional strategy also connects to Ohio's Social Emotional for Early Learning, Awareness, and Self Expression: STRAND: SELF: Demonstrate an understanding that another person's feelings differ from one's own thoughts.)*

### Interactive Read-Aloud and Literature Discussion

The teacher selects a text that is connected to the curriculum and also matches students' needs. The teacher reads the text aloud to students. Teacher re-reads the text while stopping to ask and discuss the text dependent questions and returning to the text for evidence. A variety of methods can be used to structure the reading and discussion. This strategy can be done as a think-pair-share, turn and talk and/or as a whole group discussion.

*After reading the book aloud, the teacher records each student's comments on each page and possible as they relate to basic literary elements. The pages of the book and possible elements slides are uploaded to a program (PowerPoint or other) where there is an audio application. The teacher uploads the student audio recordings to the slides/pages of the book where they match to the story pages or to the elements slides. The Slide Show (or other program) is played and the audio is clicked to sound as the slides are reviewed so that the students hear their own comments as they relate to each page or slide.*

### Book Clubs

Students read the same book or books on the same literary/informational topic to have a student-led conversation. This [article](#) by Sandi Novak explains the benefits and procedures for building up to student led discussions in the early grades. For example read aloud several versions of the same fairy tale (John Scieszka's *The True Story of the Three Little Pigs*, David Weisner's *The Three Pigs*, Jessica Gunderson's *No Lie, Pigs (and Their Houses) Can Fly!: The Story of the Three Little Pigs as Told by the Wolf (The Other Side of the Story)* and Steven Kellogg's *The Three Little Pigs*. Students can break into small book groups to talk about the texts after they have each been given roles (leader, motivator etc.).

The teacher can move about the room to listen to discussions, add comments when necessary and note the students that have more difficulty with participating in the discussion (so that supports can be put in place for that student before the next book club meeting).

## Instructional Supports for the Model Curriculum

### Skype/Google Hangout

Use Skype or Google Hangout to connect with other classrooms, authors, and/or community members. You can also participate in virtual field trips that are connected to a particular text or to a classroom topic. In Mystery Skype/Google Hangout, classes ask and answer questions with an unfamiliar class to determine the location of the class.

*(This instructional strategy also connects to Ohio's Social Emotional for Early Learning, Awareness, and Self Expression: STRAND: RELATIONSHIPS: Engage in extended, reciprocal conversations with familiar adults around a specific topic. It also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: RELATIONSHIPS: Relate to adults in respectful ways.)*

### Community Partners

Invite community members, including parents, specialized in a specific area to lead a discussion on a topic related to the standards or your individualized class. This is an ideal time to tie in content standards. Some examples include authors, farmers, firefighters, health specialists, and entrepreneurs. Local speaker's bureaus often have lists of persons that are willing to come into classroom to share their expertise at little or no cost. Prior to the arrival of the speaker encourage students to share what they know about the topic and what questions they might ask once that person has arrived. So that all students have the chance to participate, have students write their questions on cards. Students can record the answers they received as use those cards as a basis for class discussion once the speaker has left.

*(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: RELATIONSHIPS: Engage in extended, reciprocal conversations with familiar adults around a specific topic. It also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: RELATIONSHIPS: Relate to adults in respectful ways.)*

### Global Read Aloud

The [Global Read Aloud](#) happens once a year, starting in early October and running through mid-November. Each year there is a picture book category with six different books by a selected author or illustrator. Each teacher decides how much time he or she would like to dedicate and how involved they would like to be. Some people choose to connect with just one class, while others go for as many as possible. The scope and depth of the project is up to the individual. Resources such as Skype, Twitter, Write About, or Edmodo are available so that teachers can collaborate with one another. Teachers form a community of other educators to do a global project with, hopefully inspiring them to continue these connections through the year.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

Nichols, Maria. *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Portsmouth, NH: Heinemann, 2006 This practical guide to comprehension, conversation, and collaboration shows you specific ways to use conversation as a scaffolding that bridges prior knowledge to more advanced reading skills and techniques as well as to big ideas such as themes.

Harvey, Stephanie, Harvey Daniels, and Stephanie Harvey. *Comprehension & Collaboration: Inquiry Circles for Curiosity, Engagement, and Understanding*. Portsmouth, NH: Heinemann, 2015 is your end-to-end guide to small-group inquiry projects that work. To support their widely adopted inquiry-circles model, they've shared 40 lessons, 38 example implementations, the scoop on the latest research, detailed and up-to-date information on the role of technology in inquiry, links to the skills called for in college-and-career-readiness standards, and much more.

### **Douglas and Nancy Frey**

These authors discuss the importance of incorporating speaking and listening into content area literacy at the early grades in this [article](#) from Reading Rockets. The authors also provide strategies and activities to meaningfully build students' speaking and listening skills.

### **VideoNot.es**

This is a [platform](#) that allows students to take notes on one side of their screen while viewing a video on the other half.

Boyd, Maureen P, and Lee Galda. *Real Talk in Elementary Classrooms: Effective Oral Language Practice*. New York: Guilford Press, 2011; Provides teachers with strategies that promote rich discussion in the elementary classrooms that will enhance literacy learning.

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Presentation of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In Kindergarten, students are expected to describe familiar people, places, things and events, and provide additional details with support. Students can add drawings or other visual displays to descriptions, if desired, to provide additional details. Students need to be able to speak audibly and express thoughts, feelings, and ideas clearly.</b></p> <p><b><u>Content Elaborations</u></b>  Students are able to tell others about people, places, things, and events using closely connected details to describe their ideas and feelings. This is a precursor to storytelling or being able to retell and write a story with appropriate details.</p> <p>Students will use drawings, graphics, photos, and other visual representations that clearly tell what thoughts, ideas, and feelings that they want to express to others. After students develop a story orally, they can use sketches to remember their ideas, and then go on to write the story. Images can help students to express themselves beyond the words they are able to write.</p> <p>Students need to produce complete sentences when speaking because it is through the specifics that listeners come to know and understand the message.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In second grade, students are expected use oral language skills to tell stories or recount experiences. They are expected to use more detailed and descriptive language and communicate in complete thoughts. . Students are encouraged to use visual media (their own drawings, pictures they have found in magazines and/or digital images) to make their messages more understandable.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

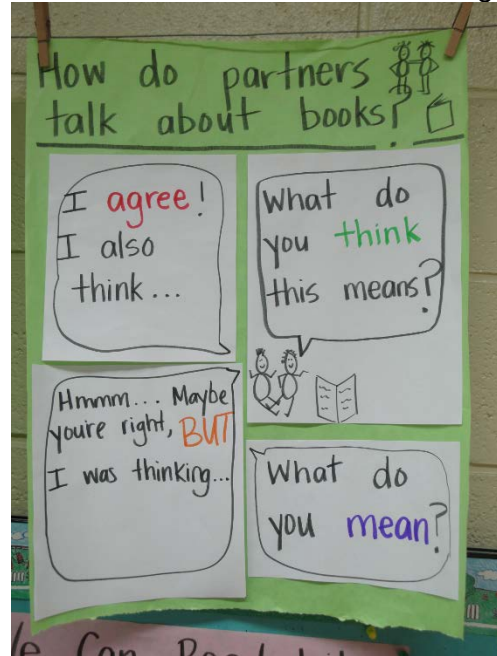
#### Expert Projects

Students choose a topic of their choice that they love and are an expert on. The student researches their topic and creates a presentation on the topic to teach the class about it. Presentations may include things such as a poster, video, PowerPoint, demonstrations, or artifacts. Expert projects help students see the world from another person's perspective and build empathy along with academic outcomes.

*(This instructional strategy connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to practice skills purposefully in order to improve performance or for enjoyment. It also connects to the STRAND: INITIATIVE: Offers explanations about topics of interest.)*

#### Sentence Stems

Sentence Stems offer students a beginning structure for speaking and or writing about a topic.





## Instructional Supports for the Model Curriculum

### Classroom Video Recording Booth

A class recording booth is a way to capture student thinking. Create a recording booth with a device—iPads, laptops, smartphones, tablets, and Chromebooks all have built-in cameras that will allow video capture. Most devices with built-in cameras have some form of recording program available by default. A few possibilities include Camera, Apple's iMovie, or WeVideo. Students often speak completely different information than a written response. Students can be given a specific prompt. Students practice using complete sentences in describing their thoughts, feelings, and ideas clearly.

### Book Review

Book reviews create a book buzz as students talk excitedly about their favorite books and make plans for future reading. Book reviews can be done in person or video recorded. By allowing kids to record video book reviews and making them accessible on a website or blog ("Why don't you go watch the latest book videos and get some ideas about what to read next?"), we build a community in which kids know they have an audience for their work.

### Digital Storytelling

Digital Storytelling uses oral storytelling and technical tools to tell tales using images, graphics, music, and sound mixed together with the author's own story voice. *(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to practice skills purposefully in order to improve performance or for enjoyment. It also connects to Ohio's Social Emotional Standard for Early Learning, Awareness and Self Expression: STRAND: ENGAGEMENT AND PERSISTENCE: Demonstrate interest in following a process and producing a product with support from adults)*

### Reader's Theater

In this fluency strategy, students are assigned a "part" in a script. The students work on reading their part fluently through several rereadings, but are not to memorize their lines. After several rereadings of the script, students are to read aloud their Reader's Theater script to an audience.

*(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to practice skills purposefully in order to improve performance or for enjoyment and STRAND: CREATIVITY Engage in elaborate, inventive, and social play.)*

### Sketch Notebooks

The teacher teaches students lessons on drawing detailed pictures. Students have a blank notebook with unlined pages to practice drawing. The details in the pictures then transfers to students writing because they are taught to use the details from their pictures to add details to their writing. [This also can be practiced by individual students or teams on a SmartBoard.](#)

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

The book Horn, Martha, and Mary E. Giacobbe. *Talking, Drawing, Writing: Lessons for Our Youngest Writers*. Portland, Me: Stenhouse Publishers, 2007 includes ideas from classrooms where the authors listen, watch, and talk with children, then use what they learn to create lessons designed to meet children where they are and lead them into the world of writing through talk.

Muhtaris, Katie, and Kristin Ziemke. *Amplify: Digital Teaching and Learning in the K-6 Classroom*. Portsmouth, NH: Heinemann, 2015. Use this resource to discover how you—and your students—can make the most of any technology and encourage more reflection through talk in your classroom.

Ohler, Jason. *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity*. Thousand Oaks, California: Corwin, 2016

This resource helps teachers authentically incorporate technology into the classroom curriculum and provides information that teachers can use to model ways for students to incorporate into classroom discourse.

[Seesaw](#) is a digital portfolio where students can upload their pieces to share with an authentic audience.

[ShowMe](#) is a free app to create and share presentations.

[Chatterpix](#) is a free app that allows you to draw a mouth on any photo to add voice. Click on the link to learn how teachers can implement the app in the classroom.

Boyd, Maureen P, and Lee Galda. *Real Talk in Elementary Classrooms: Effective Oral Language Practice*. New York: Guilford Press, 2011; This resource gives teachers a framework for creating classrooms that are hardwired for talk. Classroom conversations, according to these authors, promote critical thinking, increase student engagement and lead to deeper connections with literacy.

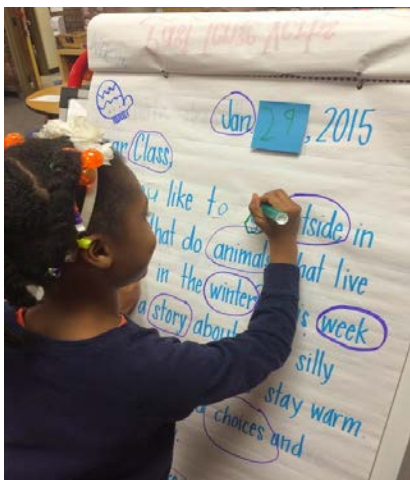
**LANGUAGE STRAND**

Strand	Language
Topic	<i>Conventions of Standard English</i>
Standards	<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring coordinating and subordinating conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> <p><b>L.1.3</b> (Begins in grade 2)</p>
	<p><b>Previous Grade Level Progression Statement</b></p> <p>In Kindergarten, students are expected to print many upper- and lowercase letters, use frequently occurring nouns and verbs, form regular plural nouns orally, understand and use interrogatives (questions), use the most frequently occurring prepositions, and produce and expand complete sentences. Students are also expected to capitalize the first word in a sentence and the pronoun I, recognize and name end punctuation, write a letter or letters for most consonants and short-vowels (phonemes), and spell simple words phonetically.</p>

Strand	Language
Topic	<i>Conventions of Standard English</i>
	<p><b><u>Content Elaborations</u></b></p> <p>Students are to be using these skills within their writing work and speaking. Oral language is still in the developmental stage in first grade, along with reading and writing. It is important that the teacher intentionally plan how to integrate these skills within instruction, modeling how to use these grammar skills when writing and speaking and explicitly teaching the skills. Oral language, reading and writing are intertwined and work together to develop cognitive pathways for language development. According to Fountas and Pinnell, while you may occasionally teach a minilesson on some kind of usage that almost all students need to learn, isolated grammar lessons are probably the least effective way to expand your students' speech and writing. Students need to talk and write about <i>something</i>; hearing models of English read, reading closely, and talking and writing about reading are more meaningful and effective. Using models is also more likely to assure that students transfer the new learning about usage into their own talk and writing. Students then can understand the importance and purpose of using these skills within their own work.</p> <p>Writers use punctuation to shape the way readers read their text. Knowing and observing the conventions of writing make it possible to communicate ideas clearly. Using conventions correctly makes writing more readable, sentences clear, and tone more precise. Conventional spelling is only required of first graders when spelling words with common patterns and high frequency words, like those found on word walls. According to a study on invented spelling (2017), when inventing a spelling, the child is engaged in mental reflection and practice with words, not just memorizing. This strategy strengthens neuronal pathways so as the reader/writer becomes more sophisticated with invented spelling, she or he is developing a repertoire of more and more correctly spelled words at the same time. The human brain generally gets better at whatever it practices—including invented spelling. Reflection about how to spell a word allows the child to <i>actively</i> practice making decisions, rather than <i>passively</i> memorizing. This active practice likely results in synaptic changes in the child's brain by strengthening neuronal pathways for long term-retention of spellings to be retrieved for reading and writing. The study found a direct line from invented spelling to leading to improved reading scores at the end of first grade.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In second grade, students begin to use more complex grammatical constructions which including irregular verbs and creation of more complex sentences. Students become more proficient with using punctuation to impact their written messages. They are expected to use commas correctly in sentences and develop an understanding of when and how to use apostrophes to form contractions and show possessives.</b></p>

## Instructional Supports for the Model Curriculum

### Instructional Strategies



#### **Morning Message**

Teachers write a daily message to students highlighting important learning experiences of the day and/or special events. The daily message is then used to reinforce academic skills, including conventions.

Teachers focus on one skill daily and have students circle, highlight, or fill in the blank to help students practice the skill. For example, students can highlight all the capital letters in the message or pronouns. Teachers can make purposeful mistakes to have students use proper conventions of standard English.

(Photo from [Fabulous in First](#))

Students who need repeated practice with familiar text might benefit from doing the activity first with the whole class and then on an individual copy of the same teacher message.

#### **Shared Writing**

In shared writing, the students and the teacher compose and negotiate the text as it is written by the teacher's pen large enough for all students to see. During shared writing, the students are actively engaged in orally constructing the text. The text is reread several times as it is expanded by the collaborative group. The students stretch words by saying the words slowly.

#### **Interactive Writing**

Interactive writing is a cooperative event in which teacher and children jointly compose and write text. It involves sharing the pen between the teacher and students. [Getting the Most out of Interactive Writing](#) Some students who may only know certain letters can be asked to contribute them to the joint writing at strategic times so that they are able to be included. This [article](#) explains how interactive writing is a way to make the writing process visible to the primary student.

#### **Cut Up Sentences and Stories**

A cut up sentence can be created by the teacher in advance or constructed as a whole group. After the sentence is written, it is cut up so that it can be reassembled by individual students in small group or it can be reassembled during whole group teaching of oral language and sentence structure. Reading Rockets has a [video](#) that shows young students working with cut-up or scrambled sentences and explains how they increase literacy learning.

## Instructional Supports for the Model Curriculum

### Pocket Chart Stories or Rhymes

Short stories, poems, and or rhymes are written on sentence strips. The story, poem, or rhyme can be cut up in various ways. The teacher models the reassembling of the text with the students by physically moving the sections either by word or sentence, to recreate the story. The students will reread the text several times while placing the sentence strips into pocket charts during the process. The strips can be placed in a center for students to practice independently.

Using text that students are familiar with, such as from their small group reading book or from something that the teacher has read several times, will help struggling students to have success with this task.



(Photo from [Far-Out First Graders](#))

### Peer Editing

Peer editing refers to the many ways in which students can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work. Writing for an authentic audience can include blog posts and presentations.

[ReadWriteThink Strategy Guide](#) includes activities for K-2 students.


## Instructional Supports for the Model Curriculum

### Student Editing Checklists

Student checklists are used to help students set goals and integrate crucial self-assessment into their work. The checklist should evolve to highlight the skills taught and practiced. It should not be an inclusive list of all writing conventions.

#### Editing Checklist

Good writers stop and think about how they can make their writing better. We reread to make sure...

	Yes	No
I used punctuation marks at the end of my sentences.  . ! ?		
I spelled my word wall words correctly.  is, and, at, me		
I stretched out hard words and wrote letters for all of the sounds I hear.  		

### Word Building

Word building is a system for teaching phonics that capitalizes on a child's natural tendency to cluster letters into spelling patterns. An example of this would be word families.

Teacher records each student in a short video with an important word for the quarter. The recordings would be a one day activity, without the students seeing each other's videos (a parent volunteer may be needed on this day). Then, the recordings would be show throughout the year for word studies each week.

### Word Sorts

Students sort words based on common spelling patterns. First, students develop a general knowledge of English spelling. They learn how to examine words through active exploration using a hands-on, manipulative approach. Students also discover generalizations about spelling, instead of just spelling rules. They learn the regularities, patterns, and conventions of English orthography needed to read and spell.



## Instructional Supports for the Model Curriculum

### Phoneme/Grapheme Mapping

One to one correspondence sound/symbol in Elkonin Boxes. To master the alphabetic principle, students must identify the number of sounds (phonemes) in a word and then associate the letter or letters (graphemes) that represent each sound. Mapping the graphemes to the phonemes moves students from phoneme awareness to phonics. The acquisition of this knowledge—namely the predictable relationship between spoken sounds and the written letters that represent them—is at the heart of mastering the code to read and spell.

### Interactive Word Wall

A [word wall](#) is a collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom that can be easily seen/accessed by students. The word wall is designed to be an interactive tool for students and contains an array of words that can be used during writing and reading. The teacher should model how to use the word wall to spell words correctly in writing.

Use visual cues to help students understand the way the words are being built. For example, “-at” family words could be written on a paper in the shape of a hat, or a cat icon could be beside the “-at” at the top of the page. Similarly, for fruits or other category words, use icons/visual clues/clip art to help orient students to the context.

### Instructional Resources/Tools

#### ReadWriteThink Shared Writing Strategy Guide

During shared writing, the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed. More information can be found on the [ReadWriteThink website](#).

#### ReadWriteThink Interactive Writing

Interactive writing can be used for direct and explicit instruction in phonology and word analysis, to teach children how written text works and to teach children the connections between what we write and read. More information can be found on the [ReadWriteThink website](#). *About Interactive Writing* pdf has suggested activities and resources. [About Interactive Writing](#)

Payne, Carleen C, and Mary B. Schulman. *Getting the Most Out of Morning Message and Other Shared Writing Lessons: Great Techniques for Teaching Beginning Writers by Writing with Them*. New York: Scholastic Professional Books, 1998  
This professional resource provides teachers with ideas for ways to use morning message as an instructional tool.

Hoyt, Linda. *Crafting Nonfiction: Lessons on Writing Process, Traits, and Craft*. Portsmouth, NH: Firsthand Heinemann, 2011  
Hoyt shows early elementary teachers ways to include the mechanics of the teaching of the writing process.

**Instructional Supports for the Model Curriculum**

Hoyt, Linda. *Conventions and Craft, Grade 1: A Full Year of Literature-Based Micro-Workshops to Build... Essential Understandings for Grammar, Sentence Structure*. New York: Scholastic, 2017.

Another resource by author Linda Hoyt that provides teachers with quick classroom lessons and ideas to teach grammatical structures to beginning writers.

Mccarrier, Andrea, Irene C. Fountas, and Gay S. Pinnell. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann, 2000.

Interactive Writing is specifically focused on the early phases of writing, and has special relevance to prekindergarten, kindergarten, grade 1 and 2 teachers. In a clear, step-by-step format, the authors show how teachers can use interactive writing to teach a range of foundational literacy skills by sharing the pen with young writers.

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
Standards	<p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul> <p><b>L.1.6</b> 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>).</p>
	<p><b><u>Previous Grade Level Progression Statement</u></b>  In Kindergarten, students are expected to identify new meanings for familiar words and apply them accurately as well as use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. Students are also expected, with guidance and support from adults, to sort common objects into categories, demonstrate understanding of frequently occurring verbs and adjectives by relating to their antonyms, identify real-life connections between words and their use, and distinguish shades of meaning among verbs describing the same general action by acting out the meanings. Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b><u>Content Elaborations</u></b>  According to Fountas and Pinnell, for comprehension and coherence, students need to know the meaning of words in the text they read and write. It is important for students to constantly expand their listening, speaking, reading, and writing vocabularies and to develop more complex understandings of words they already know, for example words may have multiple meanings. Students in first grade are developing strategies for determining the meaning of words in texts.</p>

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
	<p>Expanding vocabulary means developing categories of words: labels, concept words, synonyms, antonyms, homonyms, and all parts of speech. Knowing more synonyms and antonyms will help students build more powerful systems for connecting and categorizing words.</p> <p>Vocabulary knowledge helps students access background knowledge, express ideas, communicate effectively, and learn about new concepts. According to Diamond and Gutlohn, the scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development. Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students. Most important- reading comprehension is highly dependent on understanding the meaning of words.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In second grade, students are expected to use multiple strategies to determine the meaning of a word. They are expected to understand and use content specific words in conversations and in their writing. They are able to use synonyms when necessary to explain word meaning or to clarify a concept.</b></p>

Instructional Supports for the Model Curriculum	
	<p><b><u>Instructional Strategies</u></b></p> <p><b>Turn and Talk, Team Talk, Think-Pair-Share</b>  Turn and Talk / Team Talk /Think-Pair-Share maximizes participation, engagement, and focus. Students share their thinking with a peer(s). Teachers first present a question about a text or discussion topic. Students have time to think about their response. Students then team up with a peer to share their thinking. The teacher moves around listening to pairs or groups. Finally, the teacher brings the class together for a whole group discussion.</p> <p><i>(This instructional strategy also connects to Ohio's Social Emotional for Early Learning, Awareness, and Self Expression: STRAND: SELF: Demonstrate an understanding that another person's feelings differ from one's own thoughts.)</i></p>

## Instructional Supports for the Model Curriculum

### Concept Word Sorts

[Concept word sorts](#) are a useful strategy when starting a new topic of study that includes content specific vocabulary. Students sort pictures or words often based on content specific vocabulary. Students sort the words or objects into meaningful groups. The groups (or categories) can be pre-defined by the teacher (often called a closed sort) or by the students (often called an open sort).

### Songs

Students listen and learn grade appropriate songs through repetition of hearing and singing. The songs can be learned in chunks, displayed on smart boards, chart paper, and big books. Silly songs composed by teacher and students can support word building and word learning of onset rimes. ("You take a b that's "B" and a A-T "AT" you put them both together and they spell bat, that's bat B-A-T. bat). Additionally, songs about content specific concepts help students acquire content specific vocabulary. [Shawn Brown](#) uses music with strong beats to teach a variety of content specific language related to math, science, and social studies concepts in early grades. The group [They Might Be Giants](#) has music that fits multiple interest levels. Music incorporates oral language into the curriculum as well as meets the needs of students that are auditory and active learners.

### Shared Reading

The teacher and students orally read a common enlarged text, a big book, poem, or projected text. The teacher leads the group, pointing to words or phrases. Shared reading has an important role in extending students' ability to process and understand text. Students learn how print "works". The teacher's support and the support of the group help them to process texts that are more complex than their current abilities. It can also support readers with word analysis, vocabulary, fluency, and comprehension. When engaging in shared reading, introduce and model reading text. Read the text together. Discuss the text and teach a specific strategic action (this time or in a subsequent reading of the text). Do repeated readings, and invite students to read the text independently.

### Concept Word Sorts

Students sort pictures or words often based on content specific vocabulary. Students sort the words or objects into meaningful groups. The groups (or categories) can be pre-defined by the teacher (often called a closed sort) or by the students (often called an open sort).

### Vocabulary Four Square

[Vocabulary Four Square](#) is a strategy used to introduce vocabulary to students that teaches them the definition and use of a word and encourages them to create an image. Select 5-6 words from the student's language arts or content area curriculum. These are the words you will use for the week. The words should be high-utility words that will be useful to the student in the future and that the student may often encounter in personal reading. Introduce 1 or 2 words a day to the student, but introduce them one at a time. Assist students in filling out the Four Squares, kid friendly definition, synonym, picture, and use in a sentence. At least once a week, have the student engage in activities to practice and review the words learned during the week.

## Instructional Supports for the Model Curriculum

### Text Sets

The National Council of Teachers of English defines text sets as collections of resources from different genre, media, and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests. The use of text sets in the classroom helps to build background knowledge and increases vocabulary as it relates to a specific topic. Many public libraries will help classroom teachers create text sets for their classrooms.

### Storytelling

Storytelling improves the ability to speak, listen, and imagine. In a whole group discussion the teacher introduces and models storytelling as a tradition of many cultures for sharing experiences, and thoughts, and the experiences and thoughts of others. The teacher shares a story with students and invites them to ask questions afterward. Procedures for taking turns and listening to others are a prerequisite for this activity. The sharing and exchange of stories can happen in a whole group circle or as students share in small groups and pairs. Students take turns sharing, inviting questions, answering their questions, and then becoming a listener. Props can be used to identify who the storyteller is vs who should be listening. (Storyteller hat or stick is worn or held by the person who should be talking, and listening ears held by the listener).

### Shape Poems

Shape poems are a type of poetry that uses words to describe an object while creating a picture of that object. This technique is used by children's poets like, J. Patrick Lewis in his book *Doodle Dandies: Poems that Take Shape*, Rob Rascka in *Wet Cement: Poems that Take Shape* and Jane Yolen in *Shape Me a Rhyme*.



## Instructional Supports for the Model Curriculum

### **HedBanz: The quick question game of “What Am I?”**

Students describe or act out descriptions, words, phrases in order for another student to guess the target word.

### **Take Home Books**

Students take home a book(s) nightly on their independent reading level to read at home. Books of interest to the student can also be sent home to be read with the student.

Make arrangements for first graders who chronically have no one to listen to them read at home to partner with an older grade buddy who reads with them daily - either first thing in the morning, in a few minutes at the end of the day, etc. This can actually be good for older students who are struggling readers themselves to feel successful and helpful by partnering with younger struggling readers.

### **Listening Station**

Students listen to audiobooks in a small group setting. This is an opportunity to listen to fluent reading and story language.

### **Instructional Resources/Tools**

Johnston, Francine R. *Words Their Way: Word Sorts for Letter Name-Alphabetic Spellers*. Boston: Pearson, 2018 provides a complete curriculum of reproducible sorts and detailed directions for the teacher working with students in the letter name-alphabetic stage of spelling.

Beck, Isabel L, Margaret G. McKeown, and Linda Kucan. *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press, 2013 includes strategies to make vocabulary instruction exciting and engaging.

Kindle, Karen J. *Using Read-Alouds to Teach Vocabulary: Research-based Strategies and Model Lessons for Using Fiction and Nonfiction Books to Build Children's Vocabulary and Improve Their Reading, Writing, and Speaking Skills*. New York: Scholastic, 2011. The author includes practical strategies for building vocabulary while reading aloud fiction and nonfiction picture books.

Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017 provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.

Carleton, Lindsay, and Robert J. Marzano. *Vocabulary Games for the Classroom*. Bloomington, Ind: Marzano Research Laboratory, 2010; This resource provides teachers with fun and engaging activities to introduce new vocabulary to their students.



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## English Language Arts Model Curriculum Update Writing Team

### GRADE 1

<i><b>Writing Team Member</b></i>	<i><b>District/Organization</b></i>
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## English Language Arts Model Curriculum Resource Teams

### DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

Diverse Learners	Technology	Career Connections
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