

READINGTON PUBLIC SCHOOL DISTRICT

First Grade Literacy Curriculum

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I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) phonics/spelling/word study, and (4) speaking and listening. The grade one curriculum is designed to provide students with the instruction they need to enter the world of the literate. Building on the concepts of print, phonemic awareness, comprehension strategies and writing skills that the children have developed in kindergarten, the curriculum supports children as they further their reading and writing skills so as to read and write with fluency and increasing skill.

Students are expected to come to first grade reading as a beginning reader. They should be able to read two to six lines of print on a page reading smoothly and automatically from left to right across words and across lines of print, sweeping back to the left margin for each new line and reading print on both left and right pages. In order to help first grade students with this goal teachers use research based strategies such as read aloud, shared reading, word work, and interactive writing to develop students' skills. Teachers use guided reading instruction that helps our youngest learners build in already established reading behaviors. Reading instruction includes a read aloud, shared reading, independent reading and author studies. The centerpiece of the reading program is guided reading. In guided reading students are guided through a series of increasingly challenging leveled texts in small groups. In these small groups the students learn to coordinate their use of cues (syntactic, semantic, and phonetic) as they gain control over text and read for meaning. The groups are made up of no more than six students in a small group and are dynamic, with group membership changing as teachers assess student needs, focus on different strategies, or move students up the levels of text difficulty.

By the end of first grade young readers should be able to process texts that are mostly short (eight to sixteen pages), as well as some easy chapter books (forty to sixty pages) that require them to sustain attention and memory over time. Students should be able to process complex sentences when required by a text. In addition to automatically recognizing a large number of words, students should be using word-solving strategies for complex spelling patterns, multi-syllable words, and many words with inflectional endings, plurals, contractions, and possessives. An end-of-year first grader reads many texts silently, following the text with their eyes and without pointing. In oral reading, they reflect appropriate rate, word stress, intonation, phrasing, and pausing.

Children are encouraged to develop their writing abilities through a writing workshop structure. Students write daily for a variety of writing experiences, generate ideas for writing through talking with the teacher and classmates, learn prewriting, drafting and editing strategies and learn the conventions of written language (mechanics) that are appropriate for their age and grade level. In writers workshop students focus on specific text types: narrative, informative, and opinion. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. By June of first grade students should be able to come to writers workshop with ideas, have writing territories, and a wide repertoire of strategies to write. A writer at the end of first grade has started to move away from coming up with an event to write about to considering, "*What do I really want to write about?*" Writers may offer several ideas but stop and consider which one he/she really wants to tell. First grade writers by the end of the year are able to draft at least four to five pages of writing per day, with three to four or more sentences per page (between twelve and fifteen sentences per day). They remain involved in talking about, drawing, and writing their books for forty minutes. At the end of first grade a young writer is able to utilize a small repertoire of strategies (add more dialogue, take away parts, add more details, stretch out the most important part, etc.) The end-of-year first grade writer is able to revise with more purpose, considers craft and the effect different craft choices have on the way a story sounds to a reader. Writing workshop teaches editing to first graders. By the end of the year first graders should be able to reread their words to find a few of their mistakes in capitalization, ending punctuation, and spelling. They use available resources (e.g., word walls) to correct some of these mistakes. The New Jersey Student Learning Standards expect students at this level correctly capitalize dates and names of people, use ending punctuation in sentences, commas in dates and to separate single words in a series. Students will have begun to edit to make sure they have correctly capitalized proper nouns and use apostrophes when writing contractions and frequently occurring possessives.

Imbedded in the writing instruction is handwriting instruction. Students learn correct pencil grip, formation of letters and numbers and spacing between words. This instruction is centered on a formalized handwriting program adopted by the district.

Phonics, word study and spelling instruction are derived from the research that young readers and writers develop specific understandings over time. Word study includes developing sight word knowledge and spelling instruction. Students develop sight word knowledge through word wall activities, guided reading activities, and repeated reading of familiar text. Students learn phonics through specific instruction in sound/symbol relationships, building word families, guided reading instruction, and repeated reading. At the beginning of the year students are giving the Developmental Spelling Analysis Screening Inventory by Kathy Ganske to determine if they are ready for a formalized spelling program. All first graders are ready to begin right away learning patterns of words and exploring the ways that words are made up in order to build word recognition, fluency and comprehension. Students are able to experience the advantages of exploring words through a student-centered approach that is interactive and inquiry-based. The spelling instruction that students receive is grounded in research by Henderson, 1990; Templeton & Bear, 1992; & Kathy Ganske, 2000)

Oral language continues to be developed in first grade. Students learn to listen and respond in a variety of instructional environments. Students learn that effective listeners and speakers can restate, interpret, respond and evaluate what others have said. Viewing instruction seeks to help students to understand how various visual media seek to communicate messages.

Our curriculum is designed to be responsive to the developmental stages. Our differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

The first grade literacy program is designed to provide a developmentally appropriate introduction to books, writing and oral communication. The curriculum is rooted in the philosophy that children at this age develop key understandings about literacy that form the foundation for learning to read and write successfully in subsequent school years. The curriculum reflects the current research in early childhood literacy education through its focus on developing oral language competence, concepts about books and print and opportunities to express thoughts in writing.

II. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the elementary school setting include the following:

- Reading Workshop
- Writing Workshop
- Speaking and Listening
- Phonics, Spelling, and Word Study

- **Reading Workshop: (Approximately 45 minutes daily)**

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson, independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share. The structure of the reading workshop stays the same, even when the unit changes from month to month and grade to grade. For example, every day in reading workshop, explicit instruction through a brief mini-lesson, long stretches of time to read just-right books (and sometimes books that are a tiny bit challenging) and individual assessment-based conferences and coaching. Each day first graders will have time to sit hip-to-hip, one copy of the book between them, reading aloud in unison or taking turns. Students will meet in small groups within the reading workshop. Additional time for small group instruction is provided for students that are struggling readers.

Mini-Lesson- The mini lesson takes place at the beginning of the reading workshop and should last about 10 minutes (no longer than 15). Students should be gathered at a central location (like a carpet) for the mini-lesson.

During this time, the teacher clearly states the teaching point for that lesson. The teacher then models the skill or strategy they are teaching and involves the students in thinking with them as the teacher demonstrates exactly what they want students to learn to do as readers. In first grade this might be testing out whether or not a book feels “just right”, generating predictions for the kind of text that is being read, ways to work with partners, tackling tricky words, monitoring for sense, using fix-up strategies when sense falls apart, making places to share with partners, and so forth. Students then have an opportunity to practice the skill or strategy during the mini-lesson, while receiving support. Later, readers will draw on this strategy independently, as needed. Finally, the students are given a chance to practice the skill or strategy while still gathered together.

Student Independent Reading Time with Guided Reading: Students build their stamina to read by having time to read and engaging with books. Teachers use a gradual release of responsibility so that student scan practice in small groups and pairs the reading strategies that were taught in mini-lessons. Time for students to read independently and practice using and applying strategies is a critical foundation of readers workshop. Students spend lots of time practicing reading. Even the youngest learners need this time to interact with books and talk to their peers about what they are reading. Children disperse from the mini-lesson, book bins or baggies in hand, and find a spot to read. Throughout the year first graders are building their stamina to stay in one place and read. The length of independent reading time will grow as the year progresses with the goal for first grade readers to be able to sustain reading for at least forty-five minutes in a reading workshop period. Independent reading is supported by the classroom library.

Mid-Workshop Teaching Point- Many times as teachers are conferring with students, they notice that there is either a common difficulty students are having or that most students seem to grasp the concept and are ready to move on. Thus, the mid-workshop teaching point can be used either to clarify confusion, or to expand upon a strategy to push students to go further in their reading. It can also allow us to correct misconceptions, to remind students of a previous day’s lesson that has special relevance, to instruct students about their upcoming partner work, or to rally readers to work harder or longer. The mid-workshop teaching point is most often decided during the workshop and comes as a result of teacher observation. This should take no more than few minutes, during which students generally stay in their reading spots rather than reconvene in the meeting area.

Teaching Share - At the end of a workshop, after reading time, the teacher takes a couple minutes to wrap up the day’s work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that days’ workshop. It’s used to share ways in which students have incorporated that day’s mini-lesson into their work and to share their new insights or discoveries. The teacher sometime retells a conference or asks a student to share his or her reading work. The share should last no more than a few minutes.

Small Group Instruction- Small group reading instruction fits into the reading workshop curriculum framework. Often as students read, teachers confer with a couple of readers and then meet with a small group, often at a kidney shaped, guided reading table or gathered closely together on the carpet. In some classrooms, teachers have a separate time blocked for additional work with small groups of readers. It’s important that small group work not substitute for reading workshop, but instead, offer additional opportunities for reading and instruction.

Guided Reading- Guided reading will be gradually integrated into the day as the school year progresses. First graders in small groups of two or three will participate in ten to fifteen minutes of individualized and/or small group instruction with the classroom teacher as often as possible, no fewer than twice a week. As soon as possible, at the beginning of the school year all children should be participating in some guided reading, with some groups meeting two or three times per week. Groupings are based on teacher observations of individual children’s developing literacy behaviors, literacy assessments, and anecdotal records. Based on assessment, the teacher brings a group of readers together who are similar enough in their reading development that they can be taught together. The teacher might group students together by a strategy that needs to be developed and strengthened such as cross-checking, working through an unknown word, noticing or using punctuation for fluency. A teacher might also group students together by similar reading level in order to move students up a level of text difficulty. Students read independently at about the same level and can take on a new text selected by the teacher that is just a little more challenging. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing, thus expanding their reading powers. Guided

reading helps children who are on the verge of reading make the shift to approximating and, then, reading leveled books with a line or two of simple text on each page. During a guided reading small group lesson a teacher introduces the text; reads some or all of the text demonstrating prompting for, or reinforces the effective use of systems of strategic actions; discusses the meaning; teaches for processing strategies; teaches aspects of word analysis and, at times, extends the meaning of the text to writing drawing, or extended talk. Typically, guided reading occurs during choice or literacy center time. During choice or literacy center time all children should have the opportunity to practice, apply, and rehearse their developing language and literacy skills through interactive, manipulative activities embedded in the classroom learning centers.

In order for Readers Workshop to be successful teachers should...

- Establish strong, consistent schedules and learning routines that teach children how to manage their time and activities.
- Form small guided reading groupings based on observation/performance-based assessment of children's individual literacy behaviors and running record assessments.
- Individualize reading instruction with each small group of two or three children with similar instructional needs.
- Use instructional leveled books with simple text and natural language for each small group of children.
- Maintain an atmosphere that is interactive, lively, and non-competitive to build children's confidence as language and literacy learners.
- Use observation/performance-based assessments to guide how often each group should meet.
- Continue to assess students throughout the year.
- Plan a system for keeping track of children's reading levels and growth and for moving readers along to more challenging texts when they are ready.
- Embed authentic language and literacy activities (teacher choice and child choice classroom learning centers e.g.; listening center stories, letter/sound/word work with manipulatives, writing center activities related to literature or topics under study in writers workshop, charted charts/songs/poems/language experiences activities for re-reading, poetry boxes containing collections of previously read leveled books, read the room activities, puppet and dramatic play opportunities that encourage oral language.
- Avoid rote worksheet activities.

Interactive Read Aloud and Literature Discussion- Interactive-read aloud consists of mentor texts that are selected by the teacher in order to demonstrate a reading strategy. Literature discussion is part of the shared reading experience. Students may discuss the books as a whole class but will also need to be engaged in more intimate routines like a "turn and talk" for a minute or two a few times within the larger discussion. This read-aloud time and book talk time is used to explicitly teach the skills of higher-level comprehension. This time is used to help students draw upon their full repertoire of reading strategies or to support a particular comprehension skill. Short texts often work well for these read alouds, or excerpts that are self-contained enough to illustrate and prompt for good reading and interpretation. During this time, students discuss their thoughts and ideas about the text, either as a group or in a partnership. These partnerships may be informal ("turn to your neighbor") or longer-lasting. When choosing read aloud texts, teacher aim to include a range of levels, genres, tones, and authors. Often the read aloud text is integral to many mini-lessons within a unit of study.

Shared Reading- Shared reading is a collaborative, whole class activity designed to introduce the children to a variety of genres, authors, illustrators within the process of developing skills as readers. Shared reading builds a foundation for reading competence while providing expanded opportunities for language development and exposure to literature. During shared reading students are reading from a common, enlarged text, either a large-print book, a chart, or a projected text. Students may have their own copies. Students read together or take roles in reading a shared text. They reflect the meaning of the text with their voices. The teacher leads the group, pointing to words or phrases. Reading is usually in unison, although there are adaptations, such as groups alternating lines or individual reading some lines. Reading with peers helps students read independently and grow as readers. Reading with someone helps readers, especially developing readers, to become more self-sufficient and less reliant on the teacher for assistance. Research shows that taking turns with a single partner, or reading with a group in unison, increases reading involvement, attention, and collaborating. In addition it also increases the following: the volume of reading, the level of attention to reading, rereading motivation, fluency,

reading rate, word attack skills, and the love of reading. In first grade shared reading is a time to provide comprehension instruction, coaching readers to envision, infer, and synthesize.

Teachers use on-going performance based assessment to inform decisions around which literacy skills to emphasize. Quality literature from different genres is shared to explore concepts, functions of print, and the reading process. Poems, songs, charts, large and small format books featuring authentic literature, as well as reading material with simplified text should be shared. Teachers promote interest, enjoyment, and motivation by emphasizing classroom conversations through shared reading. Familiar stories are revisited along with regular introduction of new written material.

Close Reading- Students do not do close reading all the time, but rather when the teacher wants them to closely examine the specific strategies of an author of a text or to mull over and rethink what a text is saying to them as a reader. Close readings are often done as a class on a poem, a picture book or a big book that is central to the theme of a unit. Teachers prompt students to look closely at one specific text noticing the words that they author used in the text or examining how punctuation plays a role in the meaning of a sentence or a group of sentences.

- **Writing Workshop: (Approximately 45 minutes daily)**

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time & conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writers workshop begins with a mini-lesson and is followed by independent writing within a specific genre of writing. Writing workshop gives students an opportunity to express themselves as storytellers, authors, and illustrators. It also provides a time to apply emergent understandings about letter sounds, words, and sentences in functional print contexts. Students write daily in writers workshop. Writing is taught like any other basic skill, with explicit instruction and ample opportunity for practice. Students write for real; they write all kinds of texts just like the ones they see in the world. Teachers set the stage for writers workshop by using familiar shared reading selections, along with everyday reasons for writing. During independent writing time students write about self-selected topics as the teacher conferences or pulls together small groups of writers who need the same type of support. At times the teacher meets with individual students. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing. The four main goals of writing workshop are for students to find and develop his or her own voice as a writer (i.e. translate what he or she knows, thinks, and feels into oral and written, illustrated stories), develop a piece of writing, from choosing topics to starting and ending a piece of writing, learn how to revisit and make changes to a piece, and understand that writing has everyday purposes.

In order to have a successful writers workshop teachers should...

- Establish consistent writing workshop procedures (i.e. illustrating, writing, include your name, and date your work with a stamp, collect writing in a writing folder, publish, and share work with peers).
- Ensure that writers workshop does not become a handwriting exercise. Practice with letter formation is based on teacher modeling using the district adopted handwriting program. Handwriting practice is a skill practiced to promote writing.
- Systematically collect and analyze children's work to inform instruction.
- Conference with some children every day to support and scaffold their writing.

Mini-Lesson- The mini lesson takes place at the beginning of the writing workshop and should last about 10 minutes. The mini-lesson is meant as intervals for explicit, brief instruction in skills and strategies that then become part of a writer's ongoing repertoire, to be drawn upon as needed. While the mini-lesson sets the tone of for the writing workshop and provides students with another teaching point to add to their repertoire of writing strategies, the main work of the day happens during writing time, when students are bent intently over their work, hands flying down the page or alternating between writing something, rereading it, drawing a line and trying that again, then again. Mini-lessons are only ten minutes long, yet within in those fleeting minutes there are four component parts: Connection, Teaching, Active Engagement, and Link. During this time, the teachers clearly state the teaching point for that day. The teacher then models the skill or strategy they are teaching through his/her own writing. Students are usually gathered in a meeting area alongside a long-term partner,

clustered as close to the teacher as possible. Anchor charts are often created as a tool to further model the teaching point. Students are given a chance to practice the skill or strategy in their own independent writing while the teacher circulates around the room supporting student and conferencing/confering with individual students to support and scaffold their writing.

Independent Writing Time/Conferring- At this time, students are working independently, most often practicing the skill or strategy that has been taught in that days' mini-lesson. During this time, the teacher is conferencing with students about the work they are doing as writers. This time is a very important time in writers workshop. Students are most often dismissed to write in clusters after being gathered together for the mini-lesson. Of course, children are encouraged to work companionable alongside one another, talking quietly as the work. Some first grade teachers decide that their children are mature enough to benefit from silent writing time, punctuated with deliberately chosen intervals for talk. The independent writing time is also time for small group strategy lessons.

In order for conferring with writers during writers workshop to be successful teachers should...

- Teach children that when a writing conference is happening the teacher doesn't expect other children to interrupt the conference.
- Create systems of dealing with daily occurrences that don't require your intervention.
- Concentrate on teaching the writing process, not on making every child's piece the best it can be.
- Create the expectation of a lot of writing work getting done each workshop time.
- Keep conference records of individual conferences and small group work.

Mid-Workshop Teaching Point- Many times as teachers are conferring with students, they notice that there is either a common difficulty students are having, or that most students seem to grasp the concept and are ready to move on. Thus, the mid-workshop teaching point can be used either to clarify confusion, or to expand upon a strategy to push students to go further in their writing. The mid-workshop teaching point is most often decided during the workshop and comes as a result of teacher observation. This should take no more than 5 minutes.

Share/Partnerships - At the end of a workshop, the teacher takes a couple minutes to wrap up the days' work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that days' workshop. The share should last no more than 5 minutes. This is also the time where students can meet in their partnerships to discuss the work they are doing as writers. Students share their writing process and products within the group.

- **Speaking and Listening**

Oral language is a child's most powerful learning tool. Students reveal their thinking about books through discussion with others. Their talk is a prelude to writing. They learn how words work through listening to, talking about, and working with them. By listening to texts read aloud, they internalize language that they will use as they talk and write. They learn language for a variety of purposes. In the first grade literacy curriculum we intentionally develop the kind of oral language skills that students need to take them into the future. We focus on two goals:

- Listening and Speaking- Listening and understanding (listening with attention and remembering details), social interaction (social conventions that make conversation work), extended discussions (Sustain a thread of discussion and respond to others), and content (substantive ideas, be able to explain and describe their thinking).
- Presentation- The ability to speak effectively to a group; voice (a speaker's personal style), conventions (enunciate words clearly, talk at an appropriate volume, and use an effective pace), word choice (using specific words that match the content), and ideas/content (substantive ideas and content)

- **Phonics, Spelling, and Word Study:**

Students in grade 1 participate in a spelling and vocabulary exploration program developed by the Kathy Ganske, the author of *Word Journeys*. Students engage in word study activities that are challenging, interactive,

and inquiry based. Students explore words and develop an enduring interest in savoring, puzzling over, and coming to know the language we call English. During word study, students' activity engage in thinking and questioning, as they increase their awareness of how words are spelling and what they mean. They look for common characteristics to help them generalize understandings to other words. The phonics, spelling, and word study part of the literacy curriculum in first grade continues to focus on early literacy concepts, phonological awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency words, word meaning, word structure, and word solving actions. The curriculum focuses to build up students' knowledge of features of words and high-frequency words to help children become efficient problem-solvers of words in reading and writing. In the first grade classroom fifteen to twenty minutes a day is focused on explicit, direct phonics instruction. At the beginning of the year students take a Word Screening Inventory to determine a child's stage of development so that the appropriate portion of the Feature Inventory can be dictated. Students are then placed into small word study learning groups to begin instruction in word knowledge. Small group instruction in spelling provides a time in the day to enable students to explore the spelling features they are beginning to use, but are using inconsistently--- those within their zone of proximal development. Units of study in reading and writing provide an emphasis on word solving. Students transfer of their word knowledge to their reading is supported.

Early Literacy Concepts: These are the basics to a child's understanding of print and should be mastered early.

- Locate the first and last letters of words in continuous text.
- Recognize one's own name in isolation and continuous text.
- Understand that one says one word for one group of letters when you read.
- Understand that the concept of sentence (as a group of words with ending punctuation).
- Understand the concepts of letter and word (as a single character or group of characters).
- Understand the concepts of first and last in written language.
- Use left-to-right directionality of print and return to left in reading and writing.
- Use one's name to learn about words and make connections to words.
- Use spaces between words when writing.
- Match one spoken to one written word while reading and pointing.

Phonological Awareness: A key to becoming literate is the ability to hear the sounds in words. Hearing individual sounds allows the learner to connect sounds to letters.

- Segment sentences into words.
- Blend two or four phonemes in words (*d-o-g, dog*).
- Segment words into phonemes (*b-a-t*).
- Manipulate phonemes (*mat-at, and-hand*.)
- Connect words by the sounds (*sat, sun*).
- Hear and recognize word boundaries.
- Hear and say beginning phonemes (sounds) in words (*run/race, mom/make*) and ending (*win/fun, get/sit*).
- Hear and say syllables (*to-ma-to, can-dy, um-brel-la*)
- Hear, say, connect, and generate rhyming words (*fly, high, buy, sky*)

Letter Knowledge: Letter knowledge refers to what students need to know about the graphic characters in our alphabet—how the letters look, how to distinguish one from another, how to detect them within continuous text, and how to use them in words.

- Categorize letters by features- by slant lines (*v, w, x*) and straight lines (*p, l, b, d*); by circles (*o, b, g, p*) and no circles (*k, x, w, r*); by tunnels (*n, h*); by tails (*y, p, g*); by no tails (*r, s*); by dots/not dots; by tall/short; by consonants/vowels.
- Distinguish letter forms.
- Make connections between words by recognizing letters (*bat, big, ball*), letter clusters (*feat, meant, heat*) and letter sequences.
- Recognize and produce the names of most upper-and lowercase letters.
- Identify a word that begins with the sound of each letter.
- Recognize consonants and vowels.

- Recognize letters that are embedded in words and in continuous text.
- Recognize uppercase and lowercase letters.
- Understand alphabetic order.
- Understand special uses of letters (*capital letters, initial*)
- Use efficient and consistent motions to form letters when writing.

Letter/Sound Relationships: Students continue to learn about letters and sounds. The sounds of oral language are related in both simple and complex ways to the twenty-six letters of the alphabet. Learning the connection between letters and sounds is the basic to understanding the written language.

- Recognize and use beginning consonant sounds and the letters that represent them to read and write words.
- Recognize that letter clusters (blends and digraphs: *st, pl, sh, ch, th*) represent consonant sounds.
- Hear and identify long (*make, pail, day*) and short (*can, egg, up*) vowel sounds in words and the letters that represent them.
- Recognize and use other vowel sounds (*oo* as in *moon, look*; *oi* as in *oil*; *oy* as in *boy*; *ou* as in *house*; *ow* as in *cow*; *aw* as in *paw*)

Spelling Patterns: Efficient word solvers look for and find patterns in the ways words are constructed. Knowing spelling patterns helps students notice and use larger parts of words, thus making word solving faster and easier.

- Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC)
- Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns).
- Recognize and use the consonant-vowel-consonant (CVC) pattern (*cab, fad, map*)

High Frequency Words: Knowing a core of high-frequency words is a valuable resource for students as they build their reading and writing processing systems. Automatically recognizing high-frequency words allows students to concentrate on understanding and on solving new words.

- Read and write a core of at least fifty high-frequency words by November; 90 words by March; 125 to 150 words by June. Examples include: (*a, all am, an, and, are, at, be, but, can, came, come, do, go, for, from, get, got, had, have, he, her, him, his, I, if, in, it, is, like, me, my, no, of, on, one, out, said, saw, she, see, so, that, their, then, there, they, this, the, to, up, was, we, went, were, with, you, your*)

Word Meaning: The words one knows in oral and written language. For comprehension and coherence, students need to know the meaning of the words in the texts they read and write.

- Recognize and use concept words (color names, number words, days of the week, and months of the year).
- Recognize and use simple compound words (*into, myself, itself, cannot, inside, maybe, nobody*).
- Synonyms; recognize and use synonyms (words that mean about the same *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*)
- Recognize and use antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*).
- Homographs and homophones: Recognize and use simple homophones (sound the same, different spelling and meaning: *to/too/two, here/hear, blue/blue, there/their/they're*)

Word Structure: Words are built according to rules. Looking at the structure of the words will help students learn how words are related to one another and how they can be changed by adding letters, letter clusters, and larger word parts.

- Understand the concept of syllables and demonstrate by clapping (*horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y*)
- Understand how vowels appear in syllables (every syllable has a vowel)

Word-Solving Actions: Related to all the categories previously described. Word solving focuses on the specific strategies that readers and writers make when they use their knowledge of the language system while reading and writing continuous text.

- **Plurals:** Understand the concepts of plurals and plural forms: adding *-s* (*dogs, cats, apples, cats, desks, faces, trees, monkeys*); adding *-es* (when words end in *x, ch, sh, s, ss, tch, zz*)
- **Verb Endings:** Recognize and use endings that add *-s* to a verb to make it agree with the subject (*skate/skates, run/runs*)

Recognize and use endings that add *-ing* to a verb to denote the present participle (*play/playing, send/sending*)

Recognize and use endings that add *-ed* to a verb to make it past tense (*walk/walked, play/played, want/wanted*)

- **Contractions:** Recognize and understand contractions with *am (I'm), is (he's), will (I'll), not (can't)*
- **Possessives:** Recognize and use possessives that add an apostrophe and an *s* to a singular noun (*dog/dog's, woman/woman's, girl/girl's, boy/boy's*)
- **Base words:** Remove the ending from a base word to make a new word (*running, run*)

General Word-Solving Actions:

- Recognize and locate words (names)
- Recognize and spell words quickly
- Make connections between names and other words.
- Use own first name and last names (and same names of others) to read and write words.
- Use known words to help in spelling new words
- Use known words to monitor reading and spelling
- Use letters and relationships to sounds to read and write words
- Use the letters in names to read and write words quickly. (*Chuck/chair, Mark/make*)
- Use known words and word parts to help in reading and spelling new words (*can, candy*)
- Change beginning, middle, and ending letters to make new words (*sit/hit, day/play, hit/hot, sheet/shirt, car/can/cat*)
- Change the onset or rime to make a new word (*bring/thing, bring/brown*)
- Break words into syllables to read and to write them

The first grade curriculum continues to focus on principles which are organized into broad categories of learning.

- Early Literacy Concepts- Awareness of how the written language works and a basic understanding of print.
- Phonological Awareness- Ability to hear sounds in words.
 - Phonemic Awareness- Recognizing individual sounds in words and, eventually, begin able to identify, isolate, and manipulate them.
- Letter Knowledge- How letters look, how to distinguish one from another, how to detect them within continuous text, and how to use them in words.
- Letter-Sound Relationships- Connections between letters and sounds.
- Spelling Patterns- Noticing the way words are put together in order to discover more patterns in order to make word solving faster and easier.
- High Frequency Words- Words that are automatically recognized quickly and accurately in order to build in reading and writing processing systems.
- Word Meaning and Vocabulary- Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. It is a component for each grade and every level of reader and writer.
- Word Structure- Words are built according to rules.
- Word-Solving Actions- Strategic moves readers and writers make when they use their knowledge of the language systems while reading and writing continuous text. “In-the-head” actions to read and write.

III. GOALS (Linked to [New Jersey Learning Standards](#))

Reading Standards for Reading Literature:

Key Ideas and Details:

NJSLS.RL.1.1

Ask and answer questions about key details in a text.

NJSLS.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

NJSLS.RL.1.3

Describe characters, settings, and major event(s) in a story, using key details

Craft and Structure:

NJSLS.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

NJSLS.RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

NJSLS.RL.1.6

Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas:

NJSLS.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

NJSLS.RL.1.8

(RL.1.8 not applicable to literature)

NJSLS.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity:

NJSLS.RL.1.10

With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Reading Standards for Reading Informational Text:

Key Ideas and Details:

NJSLS.RI.1.1

Ask and answer questions about key details in a text.

NJSLS.RI.1.2

Identify the main topic and retell key details of a text.

NJSLS.RI.1.3

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

Craft and Structure:

NJSLS.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

NJSLS.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

NJSLS.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:

NJSLS.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

NJSLS.RI.1.8

Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

NJSLS.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

NJSLS.RI.1.10

With prompting and support, read informational texts at grade level text complexity or above.

Reading Foundational Skills:

Print Concepts:

NJSLS.RF.1.1

Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

NJSLS.RF.1.1.A

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

NJSLS.RF.1.2

Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

NJSLS.RF.1.2.A

Distinguish long from short vowel sounds in spoken single-syllable words.

NJSLS.RF.1.2.B

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

NJSLS.RF.1.2.C

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

NJSLS.RF.1.2.D

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

NJSLS.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

NJSLS.RF.1.3.A

Know the spelling-sound correspondences for common consonant digraphs.

NJSLS.RF.1.3.B

Decode regularly spelled one-syllable words.

NJSLS.RF.1.3.C

Know final -e and common vowel team conventions for representing long vowel sounds.

NJSLS.RF.1.3.D

Distinguish long and short vowels when reading regularly spelled one-syllable words.

NJSLS.RF.1.3.E

Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

NJSLS.RF.1.3.F

Read words with inflectional endings.

NJSLS.RF.1.3.G

Recognize and read grade-appropriate irregularly spelled words.

Fluency:

NJSLS.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

NJSLS.RF.1.4.A

Read grade-level text with purpose and understanding.

NJSLS.RF.1.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

NJSLS.RF.1.4.C

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

Writing Standards:

Text Types and Purposes:

NJSLS.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLS.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

NJSLS.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing:

NJSLS.W.1.4

(W.1.4 begins in grade 3)

NJSLS.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

NJSLS.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

NJSLS.W.1.7

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).

NJSLS.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJSLS.W.1.9

(W.1.9 begins in grade 4)

Range of Writing:

NJSLS.W.1.10

(W.1.10 begins in grade 3)

Speaking and Listening Standards:

Comprehension and Collaboration:

NJSLS.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

NJSLS.SL.1.1.A

Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

NJSLS.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

NJSLS.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLS.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

NJSLS.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

NJSLS.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLS.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NJSLS.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

Language Standards:

Conventions of Standard English:

NJSLS.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS.L.1.1.A

Print all upper- and lowercase letters.

NJSLS.L.1.1.B

Use common, proper, and possessive nouns.

NJSLS.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

NJSLS.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

NJSLS.L.1.1.E

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

NJSLS.L.1.1.F

Use frequently occurring adjectives.

NJSLS.L.1.1.G

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

NJSLS.L.1.1.H

Use determiners (e.g., articles, demonstratives).

NJSLS.L.1.1.I

Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

NJSLS.L.1.1.J

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLS.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.1.2.A

Capitalize dates and names of people.

NJSLS.L.1.2.B

Use end punctuation for sentences.

NJSLS.L.1.2.C

Use commas in dates and to separate single words in a series.

NJSLS.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

NJSLS.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language:

NJSLS.L.1.3

(L.1.3 begins in grade 2)

Vocabulary Acquisition and Use:

NJSLS.L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

NJSLS.L.1.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

NJSLS.L.1.4.B

Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

NJSLS.L.1.4.C

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

NJSLS.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

NJSLS.L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

NJSLS.L.1.5.B

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

NJSLS.L.1.5.C

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

NJSLS.L.1.5.D

Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

NJSLS.L.1.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

IV. ASSESSMENT

Student learning will be assessed through:

- Student/ teacher conferences
 - One-to-one writing and reading conferences are especially important to assess where writers and readers are in their learning. Teachers will meet with students to provide teaching opportunities. Watch with a record sheet in hand, and if children do something you regard as significant to the unit, make a note of it. If you teach a child a particular skill or strategy then record that teaching point.
 - Conferring with a writer always begins with a teacher pulling alongside a writer and asking, “What are you working on as a writer?” and “What are you trying to do?” and “What are you planning to do next?” (Calkins)
 - When conferring with a reader a teacher sits alongside a reader and reads over the shoulder of the student for a few seconds then asks, “Tell me about what you’re reading” or “How’s it going today?” or “What are you working on? Show me a place in the text where you tried this” or “What can I help you with? Is there anything you want help with?” or “Can you tell me some of the thinking you recorded on post-its or in your notebook? Will you walk me through some of the thinking you have been doing?” or “Can you read aloud from where you were a bit?” Any of these starting questions are a great beginning in order to research a little about the reader. Teachers then decide what to teach, compliment the reader, and teach a tip to the reader that will help them as a reader, not just with the book, then link the teaching point to what the student is reading.
 - Teachers generally use some type of system to record notes about readers, either in their own readers notebook, a journal, or an electronic device. These anecdotal notes provide evidence needed for upcoming conferences.
- Fountas and Pinnell Reading Level Assessment conducted at least three times a year for students beginning in January for all students and then again in the spring and at the end of the year. More frequently for students not on benchmark.
- Teacher’s College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Workshop Folders
- Student Performance Checklists for Writing

- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Spelling Developmental Analysis (Screening and Inventory)

V. SCOPE AND SEQUENCE

	Readers Workshop	Writers Workshop
Unit 1 Sept./Oct. 7 weeks	Launching Readers Workshop/Building Good Reading Habits (Unit 1)	Launching Writers Workshop/ Small Moments: Writing with Focus, Detail, and Dialogue (Unit 1)
Unit 2 Oct./Nov. 6-7 weeks	Learning About the World (Reading Non-Fiction) (Unit 2)	Writing How to Books (<i>If... Then...</i>)
Unit 3 Dec./Jan. 6-7 weeks	Readers Have Big Jobs to Do (Fluency, Phonics, and Comprehension) (Unit 3)	Writing Reviews Opinion Writing (Unit 3)
Unit 4 Jan./Feb. 6 weeks	Meeting Characters and Learning Lessons (A Study of Story Elements) (Unit 4)	From Scenes to Series: Writing Fiction (Unit 4)
Unit 5 March/Apr. 6-7 weeks	Reading Across Genres to Learn about a Topic: <i>Informational Books, Stories, and Poems</i>	Nonfiction Chapter Books (Unit 2)
Unit 6 May/June 6 weeks	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (<i>If... Then...</i>)	Poetry: <i>The Craftsmanship of Writing Poetry</i> Music in our Hearts (<i>If... Then...</i>)

1st GRADE READING

Readers Workshop: Unit 1 Launching Readers Workshop/Building Good Reading Habits

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Learn the routines and procedures of the classroom community, organizing for their reading lives, and working with partners • Teachers will get to know readers by assessing individuals, setting up classroom management procedures, and initiating supports for readers who come into the room with urgent needs • Students will be able to choose books and establish early reading habits • Think and talk about the book currently being read • Increase student reading stamina, volume, engagement, and independence <p>Outcomes:</p> <ul style="list-style-type: none"> • Build routines for a successful readers workshop • Choose books and assessing readers • Conduct running records • Get to know emergent readers • Preview books • Retell a story • Predict, revise/and or confirm • Retell, drawing on key details and demonstrating understanding of a story's central message or lesson • Apply strategies to get through tricky words or parts of their books • Use the illustrations and details in a story to describe its characters, setting, or events • Apply strategies for decoding unfamiliar words • Work with partners to solve words and apply reading strategies 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Habits for Reading Long and Strong</p> <p>Bend 2: Habits for Tackling Even the Hardest Words</p> <p>Bend 3: Partners Have Good Habits, Too!</p> <p>Word Study/Phonics: This unit supports students' transfer of word knowledge into their reading.</p> <p>Phonemic Awareness: Blend individual sounds (e.g., <i>b-a-t</i> to get <i>bat</i>) Segmenting individual sounds (<i>cat</i> to <i>c-a-t</i>)</p> <p>Letter Names Recognize all lowercase and capital letters</p> <p>Letter-sound Relationships: Beginning sounds Letter formation</p> <p>Phonological Awareness: Rhyming words and syllables</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p> <p>Simple CVC spelling patterns: (Ex. <i>at, _it, _op</i>)</p>	<p>Mentor Texts: <i>Ollie the Stomper</i> by Olivier Dunrea <i>Gossie & Gertie</i> by Olivier Dunrea</p> <p>Teacher Resources: <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 16 or below Slightly below benchmark: 17-24 words On benchmark: 25-34 words Far exceeds benchmark: 35+ words • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Benchmark: (Level C or below) On Benchmark: (Level D/E) Exceeds Expectations: (Level E) Far Exceeds Expectations: (Level F or above) • Reading Rate 60-90 words per minute by the end of the academic school year. • Word Study Assessments: Word Journeys Screening Inventory Word Journeys Feature Inventory

Readers Workshop Unit 2 ~ Learning About the World: Reading Nonfiction

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Read a high volume of books • Integrate sources of information • Develop flexibility for solving words in text • Utilize meaning, structure, and visual cues to decode and self-monitor reading • Increase vocabulary <p>Outcomes:</p> <ul style="list-style-type: none"> • Create mental images when reading • Adjust that image as new information is introduced • Become accountable for planning reading material and completing the reading • Perform self-talk when reading • Talk with a partner about text content • Decode multisyllabic words in chunks • Read with emphasis and intonation • Student performed nonfiction read-alouds 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Getting Smart on Nonfiction Topics</p> <p>Bend 2: Tackling Super Hard Words in Order to Keep Learning</p> <p>Bend 3: Reading Aloud Like Experts</p> <p>Word Study/Phonics: This unit supports students' transfer of word knowledge into their reading.</p> <p>Phonemic Awareness: Hearing beginning sounds, ending sounds, and phoneme manipulation</p> <p>Letter-sound Relationships: Beginning and ending Introduce simple initial blends and digraphs (<i>bl, cr, sh, ch</i>)</p> <p>Phonological Awareness: Syllables</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p> <p>Simple CVC spelling patterns: (e.g., <i>_an, _in</i>)</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Hang On Monkey!</i> By Susan Neuman <i>Super Storms</i> by Seymour Simon <i>Owls</i> by Mary Dunn <i>I Want to Be a Doctor</i> by Dan Liebman</p> <p>Teacher Resources: <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske http://readingandwritingproject.com</p> <p>Assessment:</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 16 or below Slightly below benchmark: 17-24 words On benchmark: 25-34 words Far exceeds benchmark: 35+ words <p>Common Assessment: Fountas & Pinnell Running Record Assessment for any student not on benchmark from September.</p> <ul style="list-style-type: none"> • Reading Rate (60-90 wpm is benchmark for 1st grade at the end of the year) • Comprehension • Fluency <p>Assessment Expectations: Below Benchmark: (Level C or below) On Benchmark: (Level D/E) Exceeds Expectations: (Level E) Far Exceeds Expectations: (Level F or</p>

		above) Reading Rate 60-90 words per minute by the end of the academic school year.
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Readers Workshop Unit 3 ~ Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Self-monitor reading • Utilize a repertoire of reading strategies • Fully comprehend grade level text • Read with fluency <p>Outcomes:</p> <ul style="list-style-type: none"> • Monitor reading effectively for accuracy and meaning • Utilize meaning and structure strategies for solving words • Utilize flexibility when decoding • Break an unknown word into chunks when decoding • Utilize spelling patterns and the analogy strategy to decode unknown words • Reread, ask questions, make predictions, and talk about texts • Become less dependent on pictures in text and draw more from the text to envision and understand the story • Utilize content clues to determine the meaning of unknown words • Implement multiple reading strategies simultaneously 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Readers Have Important Jobs to Do</p> <p>Bend 2: Readers Add New Tools to Read Hard Words</p> <p>Bend 3: Readers Add Tools to Understand Their Books</p> <p>Bend 4: Readers Use Everything They Know to Get the Job Done</p> <p>Word Study/Phonics: By this time of year most students are learning about words and phonics in a small-group. Some students might be working on vowel sounds, and another on long vowel spelling patterns.</p> <p>Phonemic Awareness: Isolate, blend, and segment single-syllable words</p> <p>Initial Blends and Digraphs Initial Blends (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/)</p> <p>Final Digraphs (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th/)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p> <p>Simple CVC spelling patterns: Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., -</p>	<p>Mentor Texts: <i>Frog and Toad Are Friends</i> by Arnold Lobel <i>A Visitor for Bear</i> by Bonnie Becker <i>George and Martha: One More Time</i> by James Marshall <i>Chester's Way</i> by Kevin Henkes <i>Tumbleweed Seed</i> by Susan Stevens Crummel <i>In the Days of the Dinosaur: The Dinosaur Chase</i> by Hugh Price <i>Zelda and Ivy: The Runaways</i> by Laura McGee Kvasnosky</p> <p>Teacher Resources: <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske http://readingandwritingproject.com</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 24 or below Slightly below benchmark: 25-34 words On benchmark: 35-49 words Far exceeds benchmark: 50+ words • Fountas and Pinnell Assessment Expectations: Below Benchmark: (Level E or below) On Benchmark: (Level F) Exceeds Expectations: (Level G) Far Exceeds Expectations: (Level H or above)

	<p><i>op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</i></p>	<ul style="list-style-type: none"> • Reading Rate <p>60-90 words per minute by the end of the academic school year.</p> <ul style="list-style-type: none"> • <u>Word Study Assessments:</u> <p>Word Journeys Screening Inventory</p> <p>Word Journeys Feature Inventory</p>
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Readers Workshop Unit 4 ~ Meeting Characters and Learning Lessons: A Study of Story Elements

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Use characters and setting to build meaning • Read grade level text with comprehension • Retell a story in sequence • Increase vocabulary • Begin to identify theme in a text • Balance fluency and comprehension when reading <p>Outcomes:</p> <ul style="list-style-type: none"> • Include how characters change and identify characters' feelings along with an account of events • Use and identify plot structure in a story • Use pictures and details in a text to envision what is happening • Follow setting shifts in the story • Make predictions before and during reading • Determine importance and retell big events from a text • Reread for new details • Use details to infer feelings and motivations of characters • Identify the "life lesson" in a book • Compare and contrast books • Share opinions about books 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Going on Reading Adventures</p> <p>Bend 2: Studying Characters in Books</p> <p>Bend 3: Learning Important Lessons</p> <p>Bend 4: Growing Opinions About Books</p> <p>Word Study/Phonics: Classroom instruction is mostly small-group word study to meet the needs of all students. Some students may be working on concepts introduced in previous months, such as blends and digraphs, while others may be working on ending sounds. Decisions are based on individual student assessments such as <i>Word Journeys</i> feature inventory.</p> <p>Phonemic Awareness: Isolate, blend, and segment single-syllable words Hear, blend, and isolate beginning sounds and ending sounds</p> <p>Inflected Endings: (-ing, -s, -ed)</p> <p>Initial Blends and Digraphs: Initial Blends: (e.g., /st/, /th/, /bl/, /cl/, /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/)</p> <p>Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the</p>	<p>Mentor Texts (Instructional Read Aloud): <i>George and Martha: One Fine Day</i> by James Marshall <i>George and Martha: One More Time</i> by James Marshall <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee <i>Iris and Walter and the Field Trip</i> by Elissa Hadan Guest <i>Ghost-Eye Tree</i> by Bill Martin Jr. <i>Off We Go</i> by Jane Yolen <i>Mr. Putter and Tabby Drop the Ball</i> by Cynthia Rylant <i>Poppleton</i> by Cynthia Rylant <i>Pancakes for Breakfast</i> by Tomie dePaola <i>No, David!</i> by David Shannon <i>Ruthie and the Not-So Teeny Tiny Lie</i> by Laura Rankin <i>Carrot Seed</i> by Ruth Krauss</p> <p>Teacher Resources: <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Growing Readers</i> by Kathy Collins</p> <p>http://readingandwritingproject.com</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 34 or below Slightly below benchmark: 35-49 words On benchmark: 50-89 words

	<p>opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p> <p>Simple CVC spelling patterns: Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</p>	<p>Far exceeds benchmark: 90 words</p> <ul style="list-style-type: none"> Fountas and Pinnell Assessment Expectations: Below Benchmark: (Level E or below) On Benchmark: (Level F) Exceeds Expectations: (Level G) Far Exceeds Expectations: (Level H or above) Reading Rate 60-90 words per minute by the end of the academic school year.
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Readers Workshop Unit 5 ~ Reading Across Genres to Learn about a Topic: Informational Books, Stories, and Poems

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> Solve for unknown words and monitor for meaning on their first reads Reread to acquire more information Use the media center to search for favorite topics and/or favorite authors. Read a wide variety of text structures and distinguish between stories, poems, and informational books Connect information and ideas across two or more texts on the same topic Work with a partner to clarify vocabulary and the meaning of phrases <p>Outcomes:</p> <ul style="list-style-type: none"> Decode regularly spelled one-syllable and two-syllable words following basic patterns Read with partners to learn about topics from non-fiction and fiction Use strategies to check comprehension Select books to read at a just-right reading level Read stories and poems with a critical eye Question things that seem funny or “not quite right” and search for answers in other sources Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-one reading and content, choosing flexibly from an array of strategies Use sentence-level context as a clue to the meaning of a word or phrase Use frequently occurring affixes as a clue to the meaning of a word Identify frequently occurring root words (e.g. <i>look</i>) and their inflectional forms e.g., <i>looks</i>, 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Readers Read to Learn—We Work with Partners to Read About Topics Across Fiction and Nonfiction</p> <p>Bend 2: Growing Ideas From Information</p> <p>Bend 3: Putting It All Back Together Again: Readers Use a Repertoire of Strategies to Cross-Check and Read Smoothly with Fluency and Expression</p> <p>Word Study/Phonics: Direct instruction in phonemic awareness and phonics will continue in this unit. This unit of study supports students’ transfer of word knowledge into their reading.</p> <p>Phonemic Awareness: Isolate, blend, and segment single-syllable words Hear, blend, and isolate beginning sounds and ending sounds</p> <p>Initial Blends and Digraphs: Initial Blends: (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/)</p> <p>Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th)</p> <p>Inflected Endings (-ing, -s, -ed)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Henry and Mudge</i> by Cynthia Rylant <i>Poppleton</i> by Cynthia Rylant <i>Charlotte’s Web</i> by E.B. White Teacher selected materials</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade Unit 6: Reading Across Genres to Learn About a Topic (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske http://readingandwritingproject.com</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> High Frequency Word List Visit the Shared Drive for Download Below benchmark: 49 or below Slightly below benchmark: 50-89 words On benchmark: 90-124 words Far exceeds benchmark: 125+ words Fountas and Pinnell Assessment Expectations: Below Benchmark: (Level G or below) On Benchmark: (Level H) Exceeds Expectations: (Level I)

<p><i>looked, looking</i>)</p> <ul style="list-style-type: none"> • Read fiction texts with fluency, phrasing, and intonation 	<p>Simple CVC Spelling Patterns: Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., <i>-op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ad, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up</i>)</p>	<p>Far Exceeds Expectations: (Level J or above)</p> <ul style="list-style-type: none"> • Reading Rate 60-90 words per minute by the end of the academic school year. • Word Study Assessments: Word Journeys Screening Inventory Word Journeys Feature Inventory
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Readers Workshop Unit 6 ~ Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Deepen understanding of main ideas and supporting information • Learn about topics across many texts <p>Outcomes:</p> <ul style="list-style-type: none"> • Synthesize and summarize information into main ideas • Engage in book clubs • Understand how the different parts of a book fit together and use those parts to increase comprehension • Hold meaningful conversations with peers about a text • Make inferences and revise thinking independently and with a partner • Compare and contrast two or more books on the same topic • Develop ideas and opinions about the information read in a text 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Individuals Bring Their Strengths and Nonfiction Readers to Clubs</p> <p>Bend 2: Nonfiction Clubs Add Their Own Ideas to What They Learn</p> <p>Bend 3: Nonfiction Clubs Compare and Contrast Information About Topics</p> <p>Word Study/Phonics: Direct instruction in phonemic awareness and phonics will continue in this unit. This unit of study supports students' transfer of word knowledge into their reading.</p> <p>Initial Blends and Digraphs: Initial Blends: (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/) Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th)</p> <p>Inflected Endings: (-ing, -s, -ed)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p> <p>Simple CVC spelling patterns: Short vowel patters and short vowels Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</p> <p>Short and Long Vowels: Long Vowel Spelling Patterns VCe (e.g., -ake, -ate, -ame)</p> <p>Compound Words</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Bugs! Bugs! Bugs!</i> By Jennifer Dussling <i>A Tree for All Seasons</i> by Robin Bernard</p> <p>Teacher Resources: <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Making Words</i> by Pat Cunningham <i>Word-Solving Actions: Phonics Lessons for 1st Grade</i> by Fountas and Pinnell</p> <p>http://readingandwritingproject.com</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Fountas and Pinnell Assessment Expectations: Below Benchmark: (Level I or below) On Benchmark: (Level J) Exceeds Expectations: (Level K) Far Exceeds Expectations: (Level L or above) • Reading Rate 60-90 words per minute by the end of the academic school year.

Writers Workshop Unit 1~ Launching Writers Workshop/Writing Small Moments Stories with Independence

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Hear and discuss examples of good writing • Write and illustrate stories • Organizational structure, routines and materials are introduced, explored and practiced • Expectations for appropriate student use of Writers' Workshop time are set • Increase writing stamina • Generate and record cohesive, sequenced narratives <p>Outcomes</p> <ul style="list-style-type: none"> • See themselves as authors and illustrators • Communicate with one another and to express our ideas • Use the process of writing to connect to the world around them • Use routines and materials to help develop stories • Write about a small moment in detail including a character's actions, dialogue, and internal thinking • Elaborate stories • Write with precise and powerful action words • Use text features to shape the way readers read their texts • Edit with a checklist and publish stories • Utilize proper writing conventions according to 1st grade writing standards 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Setting up Routines and Writing Small Moment Stories with Independence</p> <p>Bend 2: Bringing Small Moments to Life</p> <p>Bend 3: Studying Other Writers' Craft</p> <p>Bend 4: Fixing and Fancying Up Our Best Work</p> <p>Handwriting: Leave appropriate spaces between words Hold pencil or pen with a satisfactory grip Return to the left margin to start a new line Use a preferred hand consistently for writing Write left to right in lines Write letters that can be easily read Write letters in groups to form words</p>	<p>Mentor Texts (Instructional Read Aloud): <u><i>Night of the Veggie Monster</i></u> by George McClements <u><i>Joshua's Night Whispers</i></u> by Angela Johnson <u><i>Corduroy</i></u> by Don Freeman <u><i>I Wonder Why the Sea is Salty</i></u> by Anita Ganeri <u><i>My Little Island</i></u> by Frane Lessac <u><i>Chrysanthemum</i></u> by Kevin Henkes <u><i>Owen</i></u> by Kevin Henkes <u><i>Julius, The Baby of the World</i></u> by Kevin Henkes <u><i>Roller Coaster</i></u> by Marla Frazee <u><i>Sail Away</i></u> by Donald Crews <u><i>Trucks, Whizz! Zoom! Rumble!</i></u> By Patricia Hubbell <u><i>So Much</i></u> by Trish Cooke <u><i>Mud</i></u> by Mary Lyn Ray <u><i>Big Truck, Little Truck</i></u> by Jan Carr <u><i>What You Know First</i></u> by Patricia McLachlan <u><i>"Let's Get a Pup!" Said Kate</i></u> by Bob Graham <u><i>Tulip Sees America</i></u> by Cynthia Rylant <u><i>The Barn Owls</i></u> by Tony Johnston <u><i>Are You My Mother</i></u> by P.D. Eastman <u><i>A Story, A Story</i></u> by Gail Haley <u><i>Family Pictures</i></u> by Carmen Lomas Garza <u><i>Kitten's First Full Moon</i></u> by Kevin Henkes <u><i>Truck</i></u> by Donald Crews <u><i>A Quiet Place</i></u> by Douglas Wood <u><i>How to be a Friend</i></u> by Marc Brown <u><i>The Kissing Hand</i></u> by Audrey Penn <u><i>Peter's Chair</i></u> by Ezra Jack Keats <u><i>A Chair for My Mother</i></u> by Vera Williams <u><i>Recess Queen</i></u> by Alexis O'Neill</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project http://readingandwritingproject.com/</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p>

Handwriting Without Tears

Assessment:

Writing Pathways Grades K-5 Performance Assessments and Learning Progressions by

Lucy Calkins

Checklist for Narrative Writing

Pre-assess for narrative writing in order to capture what students already know how to do in narrative writing.

Writers Workshop Unit 2~ Writing How to Books

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Write procedurally with explicitness, clarity, and sequence • Anticipate what readers will need to know when writing <p>Outcomes:</p> <ul style="list-style-type: none"> • Apply the structure of how-to books to writing pieces • Produce multiple pieces of writing • Write a procedural text with directions that can be easily followed and have proper writing mechanics • Revise to create clearer, more elaborated texts • Utilize proper writing conventions according to 1st grade writing standards 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Thinking of Topics, Rehearsing, and Writing Tons of Books</p> <p>Bend 2: Write in Such a Way that Readers Can Read the Text and Follow Directions</p> <p>Bend 3: With Feedback, Writers Can Revise Their How-To Texts, Make New Texts Worlds Better, and Share Them with an Audience</p> <p>Handwriting: Leave appropriate spaces between words Hold pencil or pen with a satisfactory grip Return to the left margin to start a new line Use a preferred hand consistently for writing Write left to right in lines Write letters that can be easily read Write letters in groups to form words Form upper and lower case letters proficiently in manuscript</p>	<p>Mentor Texts (Instructional Read-aloud) <u><i>How to be a Baby, by Me the Big Sister</i></u>, by Sally Lloyd-Jones <u><i>How to Teach a Slug to Read</i></u>, by Susan Pearson <u><i>101 Things to Make and Do</i></u>, published by Parragon <u><i>How to Babysit a Grandpa</i></u>, by Jean Reagan <u><i>How to Be a Ballerina</i></u>, by Harriet Castor <u><i>How to Make Bubbles, How to Make a Bouncing Egg, How to Make Slime, How to Make a Liquid Rainbow</i></u>, published by Pebble Plus <u><i>Change It! Solids, Liquids, Gases and You</i></u>, by Adrienne Mason <u><i>How a House Is Built</i></u>, by Gail Gibbons <u><i>How to Lose All Your Friends</i></u>, by Nancy Carlson <u><i>Let's Cook!</i></u> By Backpack Books <u><i>My First Ballet Class</i></u> by Alyssa Satin Capucilli</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>Nonfiction Chapter Books</i></u> written by Lucy Calkins, Kristine Mraz, and Barbara Golub <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins Handwriting Without Tears</p> <p>Assessment: Published piece of writing <u><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins Checklist for Informational Writing Pre-assess for informational writing in order to capture what students already know how to do in informational writing.</p>

Writers Workshop Unit 3 ~ Opinion Writing: Writing Reviews about Topics and Texts

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Writing can give writers a way to make and defend important decisions • Write judgments and reasons for those judgments • Organize reasons and supply supporting details for those reasons • Compose opinion pieces in which a topic is introduced, an opinion is stated, reasons for the opinion are supplied, and some sense of closure is provided <p>Outcomes:</p> <ul style="list-style-type: none"> • Review collections and make choices about which item in that collection is the best, writing defenses for those judgments • State an opinion and write likes and dislikes and why • Introduce a topic to write about • Supply a reason for an opinion • Provide some sense of closure to a piece of writing • Capitalize dates and names of people • Use end punctuation for sentences • Use commas in dates and to separate single words in a series • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Write a beginning in which the writer gets the readers' attention • Name the topic or text the writer is writing about and give an opinion • Say more about one's opinion and use words such as <i>and & because</i> • Write an ending for the piece • Write a part where the writer gets the readers' attention and then says more • Write at least one reason for an opinion • Use labels and words to give details • Utilize proper writing conventions according to 1st grade writing standards 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Best in Show: Judging Our Collections</p> <p>Bend 2: Writing Persuasive Reviews</p> <p>Bend 3: Writing Persuasive Book Reviews</p> <p>Bend 4: Book Review Talks: A Reading Rainbow Style Celebration</p> <p>Handwriting: Hold pencil or pen with a satisfactory grip Return to the left margin to start a new line Use a preferred hand consistently for writing Write left to right in lines Write letters that can be easily read Write letters in groups to form words Form upper and lower case letters proficiently in manuscript Form upper and lower case letters proportionately in manuscript</p>	<p>Mentor Texts: <i>I am Invited to the Party</i> by Mo Willems Teacher selected materials</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>From Scenes to Series</i></u> written by Lucy Calkins, Mary Ehrenworth, & Christine Holley <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears</p> <p>Assessment: <u><i>Writing Pathways for Grades K-5</i></u> Written by Lucy Calkins Checklist for Opinion Writing Published piece of writing Pre-assess for opinion writing in order to capture what students already know how to do in opinion writing.</p>

Writers Workshop Unit 4 ~ From Scenes to Series: Writing Fiction

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Write a piece in the genre of realistic fiction including appropriately sequenced events, some details, temporal words to signal event order, and a sense of closure • Describe a character, setting, or event in detail • Synthesize skills learned across the unit and related units <p>Outcomes:</p> <ul style="list-style-type: none"> • Create a sequence of events that includes characters getting in and out of “trouble” • Utilize creative word choice • Create characters that can be used in more than one adventure in more than one book • “Show, not tell” in writing by focusing on tiny realistic details • Write chapters that include a beginning middle and end • Use illustrations to tell important details • Use all that is known about words and chunks of words (<i>at, op, it, etc.</i>) to spell • Spell all the words on the word wall correctly • Make meaningful revisions to writing pieces • Utilize proper writing conventions according to 1st grade writing standards 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Fiction Writers Set Out to Write Realistic Fiction</p> <p>Bend 2: Fiction Writers Set Out to Write Series</p> <p>Bend 3: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers</p> <p>Bend 4: Getting Ready to Publish Our Second Series</p> <p>Handwriting: Write left to right in lines Write letters that can be easily read Write letters in groups to form words Form upper and lower case letters proficiently in manuscript Form upper and lower case letters proportionately in manuscript</p>	<p>Mentor Texts (Instructional Read Aloud): Teacher selected materials</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears</p> <p>Assessment: <u><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins Checklist for Narrative Writing</p>

Writers Workshop Unit 5 ~ Informational Writing: Nonfiction Chapter Books

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Explore nonfiction texts • Understand nonfiction writing gives information about real-world topics • Discuss books about a variety of topics while learning about features of nonfiction text <p>Outcomes:</p> <ul style="list-style-type: none"> • Writing across multiple pages to teach readers 'how-to' or about a topic • Include labels and words to give facts • Authors use many different forms of writing to convey their message • Write with the intention of teaching others the procedure of how to do something with explicit detail • Write with the audience in mind • Approach writing by planning for topic and selecting from various paper choices to match the structure of their procedural piece • Express interest and appreciation for one another's writing • Conduct research, take notes and write narrative nonfiction texts with the intention of teaching others the • Name the topic in the beginning and get the reader's attention • Tell different parts about a topic on different pages • Write an ending • Tell about a topic part by part • Put facts into writing to teach about a topic • Use labels and words to give facts • Use all that one knows about words and chunks (-at, -op, -it, etc.) to help spell • Spell word wall words correctly and use word wall words to spell other words • Utilize proper writing conventions according to 1st grade writing standards 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Writing Teaching Books With Independence</p> <p>Bend 2: Nonfiction Writers can Write Chapter Books</p> <p>Bend 3: Writing Chapter Books with Greater Independence</p> <p>Bend 4: Celebrate and Publish</p> <p>Handwriting: Write letters that can be easily read Form upper and lower case letters proficiently in manuscript Form upper and lower case letters proportionately in manuscript</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Sharks!</i> by Anne Schreiber <i>Trucks and Trains</i> published by National Geographic <i>Goldfish, Mice, or Cats</i> published by Rigby PM series</p> <p>Teacher Resources: <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project See the book: <i>Nonfiction Chapter Books</i> written by Lucy Calkins, Kristine Mraz, and Barbara Golub <i>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, First Grade 2011-2012 Unit 7: Informational Books</i> (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears</p> <p>Assessment: <i>Writing Pathways for Grades K-5</i> Written by Lucy Calkins Checklist for Information Writing</p>

Writers Workshop Unit 6 ~ Poetry: The Craftsmanship of Writing Poetry

Understandings	Teaching Points	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> • Find significance in the ordinary details of their lives • Employ strategies of revision • Learn from mentor authors • Use language in extraordinary ways • Use authors as mentors to write about strong feelings and create visual images <p>Outcomes:</p> <ul style="list-style-type: none"> • Use commas in dates and to separate single words in a series • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Revise our writing to include powerful words • Use precise words to create imagery • Write poems about events in their lives and the people that matter to them most • Experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling • Create clear images with precise and extravagant language 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</p> <p>Bend 1: Immersion in Songwriting and Poetry: Setting the Stage</p> <p>Bend 2: Studying the Rhythm and Voice of Songs to Help Us Write Our Own</p> <p>Bend 3: Songwriters and Poets Write from the Heart</p> <p>Bend 4: Songwriters and Poets Revise and Write New Songs and Poems</p> <p>Handwriting: Write letters that can be easily read Form upper and lower case letters proficiently in manuscript Form upper and lower case letters proportionately in manuscript</p>	<p>Mentor Texts (Instructional Read Aloud): Poetry written by Eloise Greenfield, Bobbi Katz, Valerie Worth, Shel Silverstein, Jack Prelutsky <i>Inside My Heart</i> by Zoe Ryder White <i>Time of Wonder</i> by Robert McCloskey <i>Blast Off! Poems About Space</i> selected by Lee Bennett Hopkins <i>Creatures of Earth, Sea, and Sky</i> by Georgia Heard <i>Good Luck Gold and Other Poems</i> by Janet S. Wong <i>Little Dog Poems</i> by Kristine O’Connell George <i>Songs of Myself: An Anthology of Poems and Art</i> compiled by Georgia Heard</p> <p>Resources: <i>Kids’ Poems Teaching First Graders to Love Writing Poetry</i> by Regie Routman <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project <i>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, First Grade 2011-2012 Unit 10: Poetry: Powerful Thoughts in Tiny Packages</i> (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears</p> <p>Assessment: Children may publish two to five of their own poems to make public—or more.</p>

Bibliography

*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues at The Reading and Writing Project. Credit should also be given to Irene Fountas and Gay Su Pinnell for their work on the Continuum of Literacy Learning. Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

Units of Study in Opinion, Information, and Narrative Writing Written by Lucy Calkins with Colleagues from The Reading and Writing Project

A Curricular Unit of Study for Readers Workshop and Writers Workshop, Grade 1 Written by Lucy Calkins with Colleagues from The Reading and Writing Project, 2011-2012.

The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

The Daily Café by Gail Moser and Jane Boushey Published by Stenhouse Publishers