

CASD English Language Arts 1st Grade Curriculum Map

Reading, Writing, Speaking and Listening

5/1/2015

Chambersburg Area School District

Key Reading Comprehension Strategies to be used throughout the year:

- ***Monitoring-*** tracking comprehension and using repair strategies as needed to keep meaning on track.
- ***Inferring-*** drawing conclusions using information from the text along with prior knowledge.
- ***Questioning-*** asking and seeking answers to who, what, when, where, why, and how questions.
- ***Visualizing-*** mentally representing the text events.
- ***Deciding what's important-*** using reader purpose to determine important ideas and themes.
- ***Summarizing-*** rethinking key ideas and details.

NOTE: 1st Grade's standards specify that students should retell in sequential order with the goal of summarizing in the upper grade levels.

Book and Print Awareness

This standard supports students in learning the basic features and organization of print, including directionality, concept of word, concept of sentence, and letter recognition. **MP #1, spiral through #2 - #4**

CC.1.1.1.B – Demonstrate understanding of the organization and basic features of print

Objective Recognize the distinguishing features of a sentence.	Guiding Questions and Prompts - Show me the first word of a sentence. - Where does the period (question mark, etc.) go? - Why do we use a period (question mark, etc.) at the end of this sentence? - Show me the capital letter. - How does a sentence begin? - What goes at the end of a sentence?
“I can” Statements - I can show the first word of a sentence and where the punctuation goes. - I can identify a capital letter. - I can tell how a sentence begins and ends. - I can begin a sentence with a capital letter. - I can use correct punctuation at the end of a sentence.	Whole/Small Group Ideas - Give the student two index cards (or have them use their index fingers) to open and close “a window” around words, letters, and punctuation within text (<i>Close your window to show me the first word in a sentence.</i>). - Use a big book and a pointer to locate and discuss the features of a sentence. - Write sentences on sentence strips. Cut and have students reassemble. - Use Wikki sticks or highlighting tape to mark concepts of print. - Demonstrate concepts of print through interactive, modeled, and guided writing.
Assessment - Ongoing student checklists - Anecdotal notes - Writing checklist, student writing <i>Concepts About Print Assessment</i> (See Intervention Specialist or Literacy Coach if needed.) <i>DRA</i> (Observation notes)	Teacher Notes - Review the Kindergarten standards for Book and Print Awareness. Some of your students may need additional support, which can be delivered during small group instruction. Recommended mentor texts: <u><i>If You Were a Period</i></u> by Nicholas Healy (more in the series) <u><i>If you Were a Capital Letter</i></u> by Trisha Speed Shaskan

Phonological Awareness

This standard supports students in learning to analyze spoken words and their syllables and sounds. This provides a strong foundation for beginning to read. **MP #1 - #4**

CC.1.1.1.C – Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Objectives

- Count, pronounce, blend, and segment syllables in spoken and written words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends and digraphs (Teacher says /c/ /a/ /t/, student blends and says *cat*).
- Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Add or substitute individual sounds in one-syllable words to make new words.

Guiding Questions and Prompts

- Clap the syllables in this word.
- Say each sound you hear in this word slowly.
- What do you hear at the beginning of this word?
- What do you hear next?
- What do you hear at the end?
- Does this word have a long or short vowel sound?

“I can” Statements

- I can count the number of syllables in a word.
- I can blend sounds together to make a word.
- I can segment the sounds in a word.
- I can hear and identify short vowel sounds.
- I can hear and identify long vowel sounds.
- I can distinguish between long and short vowel sounds.
- I can change the sound in a word to make a new word.

Whole/Small Group Ideas

- Syllables:
 - Say /but/ /ter/ /fly/. What is my word?
 - Clap the syllables in the word *butterfly*.
 - How many syllables are in the word *butterfly*?
- Sort pictures by long and short vowel sounds (also possible **student task idea**).
- Change the /m/ in the word *mat* to a /b/. What is the new word?
- Change the /p/ in the word *chip* to /n/. What is the new word?
- Add /d/ to the end of the word *play*. What is the new word? Add /s/ to the word *play*. What is the new word?

Assessment • Ongoing student checklists- Done during small group instruction • Anecdotal notes • Consult Intervention Specialist regarding CORE Phonological Survey • Observations from possible tasks	Teacher Notes • Phonological awareness is important because children learn how to blend and segment orally. They can then use this knowledge to read and write words. If students understand that the word <i>catfish</i> is segmented into the syllables /cat/ and /fish/, they have developed a competency for beginning reading.
---	--

Phonics and Word Recognition

This standard supports students in learning to recognize and identify written words and apply spelling patterns in writing. **MP #1 - #4**

CC.1.1.1.D – Know and apply grade-level phonics and word analysis skills in decoding words

Objectives

- Identify common consonant digraphs, final e, and common vowel teams
- Decode one and two-syllable words with common patterns
- Read grade-level words with inflectional word endings (See attached **Grade 1 Phonics and Word Study Guide**)
- Read grade-appropriate irregularly spelled words (See attached **Grade 1 High Frequency Sight Word List**)

Guiding Questions and Prompts

- Do you recognize any parts of that word?
- What does the final e tell you about this word?
- Look at the beginning of that word. Can you get it started?
- Use the word wall to help you with that word.
- What sound does that letter make?
- What if you had more than one *bed*? What would the new word be? How would you spell that?
- What are some words that start the same way?
- What are some words with parts (rimes) that look like this?
- Have you seen other words that look like this?
- What are some words with the same vowel sound?
- How would you break this word into syllables?

“I can” Statements

- I can name letters and their sounds.
- I can read my first grade high frequency sight words.
- I can read words in the ____ word family.
- I can read words with silent e.
- I can read words with the digraph ____.
- I can read one (or two) syllable words.
- I know that each syllable must have a vowel sound.
- I can read word with suffixes.
- I can use suffixes to compare/order things.
(-er, -est)
- I can read words with prefixes.

Whole/Small Group Ideas

- Message Time Plus
- Intentional Read Aloud
- Modeled reading and writing
- Shared reading
- Sorting words based on patterns, blends, digraphs, etc. (also possible **student task idea**)
- See **Grade 1 Phonics and Word Study Guide** for additional student task ideas.

“I can” Statements (continued) • I can read words that don’t follow the rules. • I can read words with long vowel sound patterns. • I can read contractions. • I can read words with silent letters. (<i>kn, wr, mb, gn</i>) • I can read words with blends. (both beginning and ending blends, such as <i>bl, dr, mp</i>) • I can read words with the letters <i>tch</i>. • I can read words with diphthongs. • I can read words with R-controlled vowels.	
Assessment • Ongoing student checklists • Anecdotal notes • Letter/Sound Identification • Running records • Sight word list • Word Spree (Write as many words as you can in a given time period.) • Work samples from independent work stations • Work samples/observations from possible tasks	Teacher notes • When writing the “I can” statements, modify as needed to match your lesson objective. For instance, when working on two-syllable words, write “I can write two-syllable words.” • The Grade 1 expectation is for students to be able to read and spell the Grade 1 High Frequency Sight Words. Provide multiple opportunities for students to work with these words in order to build automaticity in both reading and spelling. See the Four Step Process for High Frequency Word Practice at the beginning of the sight word document. • See Grade 1 Phonics and Word Study Guide for pacing details. • See Grade 1 High Frequency Sight Word List for pacing details. Recommended mentor texts: • <u>Sheep in a Jeep</u> by Nancy Shaw (long vowel patterns) • <u>Where is the Green Sheep?</u> By Mem Fox (long vowel patterns) • <u>Jake Bakes Cakes</u> by Gerald Hawksley (silent e)

Fluency

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read independent level text multiple times.

MP #1 - #4

C.C.1.1.1.E – Read with accuracy and fluency to support comprehension.

Objectives

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Guiding Questions and Prompts

- Does that sound right?
- Does that look right?
- Does your reading make sense?
- What reading strategy could you use?
- How did that strategy help you?
- How did you know to go back and reread?
- Make your reading sound like talking.
- Use punctuation to help “scoop up” words in groups (Scoop the Pelican reading strategy).
- Make your voice go up when you see a question mark at the end.
- Make your voice go down when you see a period at the end.
- Go back and reread when it doesn’t sound or look like you think it should.

“I can” Statements

- I can read aloud first grade books with accuracy.
- I can read aloud first grade books at an appropriate speed.
- I can read aloud first grade books with expression.
- I can read grade-level text smoothly.
- I can understand what I am reading.
- I can go back and reread when my reading doesn’t make sense.
- I can use picture clues to help with my reading.
- I can skip an unknown word, read on, and come back to fix it.
- I can use context clues to figure out a word I don’t know.
- I can reread the sentence/story to help with understanding.
- I can use reading strategies to self-correct or make sure my reading makes sense.

Whole/Small Group Ideas

- Intentional Read Alouds
- Read alouds
- Echo reading- Model reading a section of a passage using accuracy, appropriate rate, and expression. After the teacher completes the section, the students use their own copies of the passage to echo the teacher’s reading (Start with the sentence level and progress to paragraphs.).
- Choral reading- teacher reads along as a model with students.
- Partner reading
- Reader’s Theater
- Read poetry

Student Task Ideas

- Listening centers
- Repeated reading
- Send texts home for repeated readings.

Assessment • Ongoing student checklists • Anecdotal notes • Running records • DRA	Teacher Notes • Reading strategies should be introduced, modeled, and practiced, but the ultimate goal is for students to <i>independently select and use</i> a variety of strategies.
--	---

Reading Informational Text: Key Ideas and Details- Text Analysis

This standard requires that students read closely, determining what the text says explicitly and making logical inferences. **MP #1, spiral through #2 - #4**

C.C.1.2.1.B– Ask and answer questions about key details in a text

Objectives Ask and answer questions about key details in a text	Guiding Questions and Prompts - Our goal is to learn about _____. - What questions do you have? - What confused you? - What are you wondering? - What new information did you learn? - At this point in the text, what questions do you have or what new information have you learned? - What did you notice? - What's important?
"I can" Statements - I can answer questions about a text (before, during, after). - I can think about what I read to answer questions. - I can look back in the text to help me answer questions. - I can ask questions about a text. - I can create my own questions about key details in a text (before, during, after).	Whole/Small Group Ideas - K-W-L chart - Intentional Read Aloud - Close reading strategies - Record questions and answers on anchor charts - Stop-and-Chats- Stop at predetermined points in the text to discuss content with a partner - Brainstorm <i>Who, What, When, Where, Why, How</i> questions Student Task Ideas - Use Post-its or Readers' Notebook to record questions and answers while reading - Draw, write, and/or use symbols to represent key ideas of a text
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes - See Appendix B for possible texts to use to teach and support students with both informational and literature comprehension standards. (www.corestandards.org/assets/Appendix_B.pdf) Recommended mentor texts: <u>Creature Features</u> by Steve Jenkins <u>Buried Sunlight</u> by Molly Bang

Reading Informational Text: Integration of Knowledge and Ideas- Diverse Media

This standard requires that students understand how illustrations help explain the text. They will interpret visual information featured in text such as charts, graphs, photographs, and maps. **MP #1, spiral through #2 - #4**

C.C.1.2.1.G– Use the illustrations and details in a text to describe its key ideas

Objectives Use the illustrations and details in a text to describe its key ideas	Guiding Questions and Prompts - What does the _____ tell us? (chart, graph, etc.) - How does the _____ give us a better understanding than the text alone can give? - Let's use the _____ to review/talk about the key ideas of the text. - Let's use the details to describe the key ideas in the text. - Why do you think the author included the _____?
"I can" Statements - I can use illustrations to describe key ideas in a text. - I can use details to describe key ideas in a text. - I can learn information from the illustrations.	Whole/Small Group Ideas - Cover the text in a picture book. Use the illustrations only to predict (before) or review (after) the key details of the text. - Create captions to go with charts, graphs, photographs, maps, etc. (also possible student task idea) - Intentional Read Aloud - Stop-and-Chats
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes - The goal is for students to understand that these elements add a great deal of meaning to the text—meaning beyond what is gained from the words alone. Recommended mentor texts: <u>Forest</u> by Sean Callery <u>Lions</u> by Sally Morgan

Reading Informational Text: Craft and Structure- Vocabulary

This standard requires that students ask and answer questions to help them determine the meaning of key words and phrases in text. **MP #1 - #4**

C.C.1.2.1.F– Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

Objectives

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

Guiding Questions and Prompts

- Let's look back through the text to talk about some interesting words. I noticed the word _____. What do you think it means? I think it means _____ because _____.
- Do you have any questions about the words in this text?
- Are there any words that confuse you?
- Do you recognize any of the word parts?
- Do the surrounding sentences provide any clues to the meaning?
- Where could you go/look for additional information (glossary, dictionary, etc.)?

"I can" Statements

- I can ask questions to help me understand words and phrases I don't know.
- I can answer questions to help me understand words and phrases I don't know.
- I can use questioning words (who, what, when, why, where, how) to understand words and phrases in a text.

Whole/Small Group Ideas

- Intentional Read Alouds
- Model how to determine the meaning of unknown words and phrases
- Create a content word wall- model and encourage student use
- Message Time Plus
- Vocabulary sorts

Student Task Ideas

- Interactive journals/notebooks- students record interesting words and content they are learning
- Five Important Words- students closely read a text and select the five most important words related to the content. Discuss how and why these words are important. Students write a one-sentence summary of the content, using 1-5 of the words.
- Illustrate definitions. Draw a picture to show what a word or phrase means; include labels and/or captions

Assessment

- Ongoing student checklists
- Anecdotal notes about student work and discussions
- Work samples/observations from possible tasks

Teacher Notes

- Create a sense of *word consciousness* in the classroom- an awareness of and interest in learning new words- so students know what to do when they encounter unfamiliar words.

Recommended mentor text:

- The Important Book by Margaret Wise Brown

Reading Informational Text: Range of Reading

This standard requires that students read and comprehend *informational text and literature* considered to be within an appropriate range of complexity for their grade level (first grade). Literature includes prose and poetry. Prose is writing that is not poetry. **MP #1 - #4**

C.C.1.2.1.L, C.C.1.3.1.K- Read and comprehend *literary nonfiction* and *literature* on grade level, reading independently and proficiently

Objectives - Read and comprehend literary nonfiction on grade level, reading independently and proficiently - Read and comprehend literature on grade level, reading independently and proficiently	Guiding Questions and Prompts - What did you learn from the text? - What information would you like to learn? - What interests you (in order for students to pursue their own natural curiosities)? - How can you share what you learned with others?
“I can” Statements - I can read and understand first grade informational text. - I can use reading strategies to help me read and understand informational text. - I can read and understand first grade literature. - I can choose “good fit” books. - I can use reading strategies to help me read and understand literature.	Whole/Small Group Ideas - Provide materials that students want to read (classroom libraries, guided reading, read alouds, etc.) - Hands-on experiences that lead to curiosities and the passion to know more - Read about a topic with the class and then ask for questions students would like to pursue - Use informational text for reading instruction and independent reading - Use informational text and literature for reading instruction and independent reading - Message Time Plus
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes - To grow as readers, students need to be reading with purpose and engagement. The most powerful way to do this is to create opportunities for <i>authentic</i> reading. This is when reading serves a true purpose (to satisfy genuine curiosities, answer real questions, etc.). Students need: <i>a variety of materials</i> to read independently. <i>time</i> to read extensively. <i>reading strategies</i> to encourage independence. <i>opportunities</i> to talk and collaborate about books. <i>instruction</i> that best meets their individual needs.

Reading Informational Text: Key Ideas and Details- Main Idea

This standard requires that students identify and retell the main idea of a text including the important details.

MP #2, #3 and spiral through #4

C.C.1.2.1.A– Identify the main idea and retell key details of text

Objectives

- Identify the main idea and retell key details of text

Guiding Questions and Prompts

- What is the text about?
- What is the topic of this text?
- What is the author trying to teach us?
- What is the main idea of this text?
- What are the important/key details in this text?
- Let's describe the topic in one sentence.

"I can" Statements

- I can identify the topic of a text.
- I can identify the main idea of a text.
- I can identify the important/key details in a text.

Whole/Small Group Ideas

- Create a main idea and key details graphic organizer anchor chart; could use a visual representation such as a web, umbrella and raindrops, etc.
- Intentional Read Aloud – model how to use key details (possibly write on sticky notes or on a graphic organizer) to determine the main idea

Student Task Ideas

- Draw a picture or write a sentence about the main idea.
- Write important details on sticky notes. Use the sticky notes to determine the main idea.
- Use a graphic organizer to determine the main idea and key details of a text

Assessment

- Ongoing student checklists
- Anecdotal notes about student work and discussions
- Work samples/observations from possible tasks

Teacher Notes

- Students will need to distinguish between a topic and a main idea. Start with identifying a topic (ex: *frogs*). Next, identify important/key details of the text (ex: *tadpoles live in water, adult frogs live on land*). Finally, use the important/key details to determine the main idea of a text (ex: *frogs are amphibians*).
- Kindergarten and grade 1 follow the same progression for this standard.

Recommended mentor texts:

- Birds and Their Nests by Linda Tagliaferro, Animal Homes Series
- What If There Were No Bees? By Suzanne Slade

Reading Informational Text: Craft and Structure- Text Structure

This standard requires that students know and use various text features to locate key facts or information.

MP #2 and spiral through #3 - #4

C.C.1.2.1.E– Use various text features and search tools to locate key facts or information in a text

Objectives

- Use various text features and search tools to locate key facts or information in a text

Guiding Questions and Prompts

- Let's preview all the features of this book (or website).
- What text features do you see?
- What is the purpose of this text feature?
- How does this text feature help us?
- What features in the text help *you* find information in the text?
- How does the _____ help you understand the text (headings, table of contents, glossary, captions, electronic menu, icons)?
- What does the _____ help you to know?

"I can" Statements

- I can identify text features.
- I can locate text features.
- I can use text features to locate information.
- I can use _____ to find facts or information in a text (headings, table of contents, glossary, captions, electronic menu, icons).

Whole/Small Group Ideas

- Preview a text for text features
- Intentional Read Aloud
- Model how to use the text features in order to learn information
- Provide opportunities for students to read texts with text features to learn information (small group)

Student Task Ideas

- Scavenger hunt through informational text to look for text features
- Provide opportunities for students to read texts with text features to learn information (independently)
- Students write to demonstrate understanding of what they learned from text features

Assessment • Ongoing student checklists • Anecdotal notes about student work and discussions • Work samples/observations from possible tasks • Student writing samples	Teacher Notes Recommended mentor text: • <u>Save Water</u> by Kay Barnham
---	--

Reading Informational Text and Literature: Vocabulary Acquisition and Use

These standards require that students acquire and use new words and phrases learned from reading, talking, and writing *in both informational text and literature*. **MP #2 - #4**

C.C.1.2.1.J, C.C.1.3.1.J– Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases

Objectives • Use words and phrases acquired through conversations, reading, and being read to, and responding to text including words that signal connections and relationships between the words and phrases	Guiding Questions and Prompts • Can you be more specific? • Can you restate that using one of our new words? • Listen and look for words that “wow” you. • Can you connect those two ideas using one sentence?
“I can” Statements • I can use new vocabulary and phrases I learned from talking with others. • I can use new vocabulary and phrases I learned from reading. • I can use new vocabulary and phrases I learned from being read to. • I can use new vocabulary and phrases when responding to texts. • I can use connecting words when I speak. (<i>and, but, or, so, because</i>) • I can use connecting words when I write.	Whole/Small Group Ideas • Establish, refer to, and use a “Wow” word wall • Establish, refer to, and use a content word wall • Provide opportunities for students to discuss new material using vocabulary words • Writing- model and encourage revising strategies related to word choice and sentence variety • Content area writing activities • Message Time Plus • Intentional Read Alouds
Assessment • Ongoing student checklists • Anecdotal notes about student work and discussions • Work samples/observations from possible tasks • Student writing samples	Teacher Notes • Provide opportunities for students to interact with a wide variety of texts that will broaden their vocabulary. This includes reading, discussing, listening to, and responding to text. Recommended mentor texts: (see also 2nd vocabulary standard below) • <u>Fancy Nancy</u> series by Jane O’Connor • <u>A Sick Day for Amos McGee</u> by Philip Stead

Reading Informational Text: Integration of Knowledge and Ideas

Analysis Across Texts

This standard requires that students compare and contrast texts on the same topic. When students compare, contrast, and integrate information from different texts, they work towards building meaning.

MP #3 and spiral through #4

C.C.1.2.1.I– Identify basic similarities and differences between texts of the same topic

Objectives Identify basic similarities and differences between texts of the same topic	Guiding Questions and Prompts - What information did we find in both books? - What information did we find in just one or the other? - How is the information the same? - How is the information different?
“I can” Statements - I can find the same information in books. - I can find different information in books. - I can compare books on the same topic. - I can contrast books on the same topic.	Whole/Small Group Ideas - Shared reading experiences of more than one book on the same topic - Compare/contrast books read as a whole class and at small group. Model and guide students on how to identify similarities and differences between the books. Student Task Idea - Provide various books on the same topic. Students read, discuss, compare/contrast books, using a graphic organizer, hula hoops, etc.
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes - When selecting texts to compare and contrast, be sure the texts lend themselves to both <i>compare</i> and <i>contrast</i>. If the books are too similar, there may not be much to contrast. - Examples of topics may include: transportation, mammals, space, and shelter. Recommended mentor texts: <u>The Journey: Stories of Migration</u> by Cynthia Rylant; <u>Monarchs Migrate South</u> by Melissa Burke <u>Frogs!</u> By Elizabeth Carney (National Geographic Reader); <u>Frogs</u> by Nic Bishop; <u>Frogs</u> by Seymour Simon

Reading Informational Text and Literature: Vocabulary Acquisition and Use These standards require that students use context clues and meaningful word parts to determine or clarify the meaning of unknown or multiple-meaning words and phrases <i>in both informational text and literature</i> . MP #3 - #4	
C.C.1.2.1.K, C.C.1.3.1.I– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content	
Objectives - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content - 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>, <i>looked</i>, <i>looking</i>)	Guiding Questions and Prompts - How is the word used in the sentence? - What do you think that word means? - Are there any clues in the sentence that will help you figure out what the word means? - Look for parts of the word you know. - How does that prefix/suffix change the meaning of the word? - Do you know another meaning for that word? - What does that word mean as it is used in the sentence (multiple meaning words)?
“I can” Statements - I can look for and use clues in a sentence to help me figure out the meaning of a word. - I can use affixes to see how it changes the meaning of a word. - I can identify the root word. - I can identify word endings. (-s, -ed, -ing)	Whole/Small Group Ideas - Connect what students already know about a word to the new use of the word (Example: We already know the word <i>play</i> means to have fun with an activity. In the story, the word play is used differently. It means ...). - Model how to use context clues to determine word meaning. - Create anchor charts (roots, affixes, inflectional endings) with students. Have students look for examples that can be added to the charts.
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes Recommended mentor text: (see also 2 nd vocabulary standard above) <u>Tacky the Penguin</u> by Helen Lester

Reading Informational Text: Key Ideas and Details - Text Analysis

This standard supports students in analyzing connections and relationships among individuals, ideas, or events described within a text. It asks students to consider the "how" and "why" that brings depth to their understanding. **MP #4**

C.C.1.2.1.C – Describe the connection between two individuals, events, ideas, or pieces of information in a text

Objectives

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

Guiding Questions and Prompts

- How are these individuals, events, ideas, or pieces of information linked together?
- Let's describe the connections between these two _____ (individuals, events, ideas, or pieces of information).
- How does _____ connect with _____?
- Why does _____ connect with _____?
- Let's think about this in order?
- What caused this change or event?
- What are the effects?

"I can" Statements

- I can describe connections between two individuals.
- I can describe connections between two events.
- I can describe connections between two ideas.
- I can describe connections between two pieces of information.

Whole/Small Group Idea

- Use a graphic organizer anchor chart (cause/effect, timeline, t-chart, chain) with informational text.

Student Task Ideas

- Students write about a connection between _____ and _____.
- Students use information from a graphic organizer to describe a connection during writing.

Assessment

- Ongoing student checklists
- Anecdotal notes about student work and discussions
- Work samples/observations from possible tasks

Teacher Notes:

Recommended mentor text:

- What Makes Day and Night by Franklyn M. Branley

Reading Informational Text: Integration of Knowledge and Ideas

Evaluating Arguments

This standard supports students in identifying the reasons and evidence an author gives to support the key points made in a text. **MP #4**

C.C.1.2.1.H – Identify the reasons an author gives to support points in a text

Objectives

- Identify the reasons an author gives to support points in a text

Guiding Questions and Prompts

- Why did the author write this book?
- What is the author's point?
- What reasons does the author give to support his/her point?
- How does the author feel about _____? How do you know?
- What ways did the author use specific information in a text to help you understand?
- What is the reason why the author thinks _____?

"I can" Statements

- I can tell why the author wrote the text.
- I can explain the reasons the author gives to support the point.

Whole/Small Group Idea

- Use a graphic organizer anchor chart to record the author's point and reasons that support the point.

Student Task Ideas

- During reading, students mark text with sticky notes to identify the author's point and reasons.
- Students select key illustrations/images from the text and explain how they support the author's point.
- Students use the information from the graphic organizer anchor chart to write.

Assessment

- Ongoing student checklists
- Anecdotal notes about student work and discussions
- Work samples/observations from possible tasks

Teacher Notes

- When selecting a mentor text to teach this standard, consider a text with a strong author point like Ruby Bridges (Bridges & Maccarone). In this text, students should identify reasons why the author concludes that Ruby is brave.

Reading Literature- Key Ideas and Details- Text Analysis

This standard requires that students generate their own detail questions about literature as well as answer questions about details in literature. **MP #1, spiral through #2 - #4**

C.C.1.3.1.B– Ask and answer questions about key details in a text

Objectives Ask and answer questions about key details in a text	Guiding Questions and Prompts - I have a question about _____. - What questions do you have? - What happened in the beginning? In the middle? At the end? - Where did the story take place? - When did the story take place? - Who are the characters in the story? What do you know about them? - At this point in the text, what questions do you have? - What do you predict will happen? Why? - What are the most important things that happened in the story? - What confused you? - What are you wondering? - What did you notice?
“I can” Statements - I can answer questions about a text. (before, during, after) - I can think about what I read to answer questions. - I can look back in the text to help me answer questions. - I can ask questions about a text. - I can create my own questions about key details in a text. (before, during, after)	Whole/Small Group Ideas - Intentional Read Aloud - Record questions and answers on anchor charts - Stop-and-Chats- Stop at predetermined points in the text to discuss content with a partner - Brainstorm <i>Who, What, When, Where, Why, How</i> questions Student Task Ideas - Use Post-its or Readers’ Notebook to record questions and answers while reading - Close reading strategies - Draw, write, and/or use symbols to represent key ideas of a text
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes Recommended mentor texts: <u>Beatrice Doesn’t Want To</u> by Laura Numeroff <u>Charlie Anderson</u> by Barbara Abercrombie

Reading Literature- Key Ideas and Details- Literary Elements

This standard requires that students describe the characters, setting, and major events in a story.

MP #1, spiral through #2 - #4

C.C.1.3.1.C– Describe characters, setting, and major events in a story, using key details

Objectives

- Describe characters, setting, and major events in a story, using key details

Guiding Questions and Prompts

- What do we know about the character?
- What do you think the character will do?
- How does the character develop/change over time?
- How does the character respond to the challenges?
- What important event happened in the beginning (middle, end)?
- Where/when does the story take place?
- What are the most important events in this story?

“I can” Statements

- I can describe the characters in a story.
- I can describe the setting in a story.
- I can describe the major events in a story.

Whole/Small Group Ideas

- Intentional Read Aloud
- Brainstorm a list of events in the story. Sort by “more important events” and “less important events”. Highlight/star the most important event(s).
- Create a graphic organizer anchor chart to describe the characters, setting, and major events in a story

Student Task Ideas

- Draw the character- including feelings, descriptive labels
- Draw the setting
- Use a graphic organizer to describe the characters, setting, and major events in the story

Assessment

- Ongoing student checklists
- Anecdotal notes about student work and discussions
- Work samples/observations from possible tasks

Teacher Notes

- When students describe characters, encourage them to go beyond the physical description. Example: *The girl tries very hard at school.* vs. *She has brown hair.*
- When selecting texts, choose high quality literature that will engage students and extend their knowledge.
Possible titles: *Chrysanthemum* (Henkes), *A Fine Fine School* (Creech), *Stellaluna* (Cannon)

Recommended mentor texts:

- Hedgie’s Surprise by Jan Brett
- A House for Hermit Crab by Eric Carle
- The Web Files by Margie Palatini (setting)

Reading Literature- Integration of Knowledge and Ideas

Sources of Information

This standard requires that students use illustrations in a story to tell about characters, settings, events. Students should understand that all parts of the story add to its overall meaning. **MP #1, spiral through #2 - #4**

C.C.1.3.1.G– Use illustrations and details in a story to describe characters, setting, or events

Objectives • Use illustrations and details in a story to describe characters, setting, or events	Guiding Questions and Prompts • What do you notice about the illustration? • What does the illustration teach us more about the characters (setting, event)? • Look at this picture. How do you think the character feels? • How does the illustration give us a better understanding than the text alone can give? • How does the illustration make the story better?
“I can” Statements • I can use illustrations to describe characters in a story. • I can use illustrations to describe the setting in a story. • I can use illustrations to describe events in a story.	Whole/Small Group Ideas • Cover the text in a picture book. Use the illustrations only to predict (before) or review (after) the key details of the text. • “Read the story” by using just the pictures.
Assessment • Ongoing student checklists • Anecdotal notes about student work and discussions • Work samples/observations from possible tasks	Teacher Notes Recommended mentor texts: • <u>Flotsam</u> by David Wiesner • <u>The Snowman</u> by Raymond Briggs

Reading Literature- Range of Reading

This standard requires that students read and comprehend prose and poetry considered to be within an appropriate range of complexity for their grade 1. (Prose is writing that is not poetry.) **MP #1 - #4**

C.C.1.3.1.K– Read and comprehend literature on grade level, reading independently and proficiently

Objectives Read and comprehend literature on grade level, reading independently and proficiently	Guiding Questions and Prompts - How can you select a “good fit” book? - What interests you? (in order for students to pursue their own natural curiosities) - How can you share what you learned with others?
“I can” Statements - I can read and understand first grade literature. - I can choose “good fit” books. - I can use reading strategies to help me read and understand literature.	Whole/Small Group Ideas - Provide materials that students want to read (classroom libraries, guided reading, read alouds, etc.) - Use literature for reading instruction - Message Time Plus Student Task Idea - Use literature for independent reading
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes To grow as readers, students need: <i>a variety of materials</i> to read independently. <i>time</i> to read extensively. <i>reading strategies</i> to encourage independence. <i>opportunities</i> to talk and collaborate about books. <i>instruction</i> that best meets their individual needs.

Reading Literature- Key Ideas and Details- Theme

This standard requires that students orally retell a story including details. The student should also be able to understand the central message or moral within literature. **MP #2, #3 and spiral through #4**

C.C.1.3.1.A– Retell stories, including key details, and demonstrate understanding of their central message or a lesson

Objectives Retell stories, including key details, and demonstrate understanding of their central message or a lesson	Guiding Questions and Prompts - What are the important details in this story? - Many stories have a lesson or message the author wants us to think about. Instead of coming out and telling us the message, the author leaves it up to the reader to infer or figure out the message. Let's retell the important parts of the story and think about what the message might be.
"I can" Statements - I can retell stories, using important details from the text. - I can explain the lesson learned from the story.	Whole/Small Group Idea - Use a visual representation to help support students develop a framework of essential elements in retelling stories (retelling rope, graphic organizer, etc.). This is a good starting point for students to retell stories; however, the ultimate goal is for students to relay this information in a conversational style. Student Task Idea - Use this visual representation (described above) to retell stories on their own
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes - In second grade students are expected to do a written retell. If students are proficient with oral retelling by the end of first grade, the transition to second grade will be smooth. Recommended mentor texts: <u>Lilly's Purple Plastic Purse</u> by Kevin Henkes <u>Chrysanthemum</u> by Kevin Henkes <u>Leo the Late Bloomer</u> by Robert Kraus

Reading Literature- Craft and Structure- Text Structure

This standard requires that students understand and explain the differences between informational text and literature, including a wide variety of text types. **MP #2 and spiral through #3 - #4**

C.C.1.3.1.E– Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types

Objectives Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types	Guiding Questions and Prompts - Can you tell me what kind of book this is? How do you know? - What is different between these texts? - What is the same between these texts? - Is this an informational book or story book? How do you know? - How do you know this is a <i>story</i>? (title, plot, theme, illustration, speech bubbles, and chapters) - How do you know this is a <i>poem</i>? (title, rhyme, rhythm, meter, line breaks, stanzas, verse) - How do you know this is a <i>play</i>? (title, list of characters, scene, stage directions, list of props, dialogue, and plot) - How is a _____ (story, poem, play) different than books that give information?
“I can” Statements - I can tell what is the same between texts. - I can tell what is different between texts. - I can tell the key features in a story book (literature). - I can tell the key features in informational text (Even though this is a literature standard, students must know characteristics of informational text in order to compare/contrast text.).	Whole/Small Group Ideas - Provide a large collection of related informational text and literature. Sort texts between information and literature. Discuss the key features as sorting. - Choose two different but related texts. Select from literature, informational text, or poetry. Read aloud and have students choose which text they like better. In pairs or small groups, students talk through what they specifically like about the text. Student Task Idea - Students then write this information in “reviews”, explaining which text they preferred and why.
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes: Recommended Paired Texts: <u>Diary of a Spider</u> by Doreen Cronin & <u>Nic Bishop Spiders</u> by Nic Bishop <u>Diary of a Worm</u> by Doreen Cronin & <u>Wonderful Worms</u> by Linda Glaser <u>How Do Dinosaurs Eat Their Food?</u> by Jane Yolen & <u>Dinosaurs</u> by Gail Gibbons

Reading Literature- Integration of Knowledge and Ideas- Text Analysis

This standard requires that students examine and then compare/contrast the adventures and experiences of characters in stories. **MP #3 and spiral through #4**

C.C.1.3.1.H– Compare and contrast the adventures and experiences of characters in stories

Objectives Compare and contrast the adventures and experiences of characters in stories	Guiding Questions and Prompts - Who are the main characters we are comparing? - What happened to the characters that is the same? - What happened to the characters that is different? - What kinds of adventures/experiences do both characters have? - How are the characters' adventures/experiences different?
"I can" Statements - I can explain the adventures/experiences of characters. - I can compare/contrast adventures/experiences of characters.	Whole/Small Group Idea Read aloud two similar stories that include character adventures/experiences. Compare and contrast the adventures/experiences on a graphic organizer anchor chart
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes Recommended mentor texts: - Stray Animals- <u>The Stray Dog</u> (Simont), <u>McDuff Moves In</u> (Wells) - Spunky Pets- <u>Good Boy, Fergus!</u> (Shannon), <u>Maldoon</u> (Edwards), <u>Catch that Goat!</u> (Alakija) - Spunky Kids- <u>Shortcut</u> (Crews), <u>Too Many Tomales</u> (Soto), <u>Lily's Purple Plastic Purse</u> (Henkes)

Reading Literature- Craft and Structure- Point of View

This standard requires that students identify who is telling the story at various points in a text. **MP #4**

C.C.1.3.1.D– Identify who is telling the story at various points in a story

Objectives Identify who is telling the story at various points in a text	Guiding Questions and Prompts - Who are the characters? - How can you describe that character? - Who is telling the story? How do you know? - Is one of the characters in the story telling the story? How do you know? - Is someone outside the story telling the story? How do you know (narrator)?
“I can” Statements - I can identify the characters. - I can identify who is telling the story (narrator). - I can identify who is telling the story throughout the book.	Whole/Small Group Ideas - Intentional Read Aloud - Develop an anchor chart that includes titles and who is telling the story. Add to and discuss over time.
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes - This standard is laying the groundwork for students to understand the difference between first and third person point of view. Recommended mentor texts: <u>Hey, Little Ant</u> by Phillip M. Hoose <u>Diary of a Spider</u> by Doreen Cronin <u>Diary of a Spider</u> by Doreen Cronin <u>The True Story of the 3 Little Pigs</u> by Jon Scieszka <u>Don't Let the Pigeon Drive the Bus!</u> By Mo Willems

Reading Literature- Craft and Structure- Vocabulary

This standard requires that students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. **MP #4**

C.C.1.3.1.F– Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Objectives Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	Guiding Questions and Prompts - I noticed the word/phrase _____. What do you think it means? I think it means _____ because _____. - Let's listen for words that tell us feelings. - Let's listen for words that make us use our senses. - What do you feel when I read this word/phrase? - What do you see in your mind?
"I can" Statements - I can find feeling words in stories/poems. - I can find words that make me use my senses. - I can close my eyes and make a "movie in my mind".	Whole/Small Group Ideas - Read aloud a story/poem that includes words/phrases that appeal to the senses. Have students draw a picture based on the words/phrases they hear in the story/poem. - Provide a printed copy of a grade-level text for students. Read aloud as students follow along. Students circle/highlight words that show feelings and/or appeal to the senses. - Reread previously-read text with the specific purpose of locating words that appeal to the senses and feelings.
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions - Work samples/observations from possible tasks	Teacher Notes Recommended mentor texts: <u>Hello Ocean/Hola Mar</u> by Pam Munoz Ryan <u>The Paper Crane</u> by Molly Bang <u>Like Butter on Pancakes</u> by Jonathan London <u>When Sophie Gets Angry—Really, Really Angry</u> by Molly Bang) <u>Once Around the Sun</u> by Bobbi Katz and LeUyen Pham

Speaking and Listening- Comprehension and Collaboration

These standards require that students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, #4**

C.C.1.5.1.A– Participate in collaborative conversations with peers and adults in small and larger groups.

C.C.1.5.1.B- Confirm understanding of a text read aloud or information presented orally, or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

C.C.1.5.1.C- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Objectives

- Participate in collaborative conversations with peers and adults in small and larger groups.
- Confirm understanding of a text read aloud or information presented orally, or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Guiding Questions and Prompts

- Think about _____ (provide wait time). Turn and talk about _____.
- What questions do you have?
- What else can you add to our discussion?
- What new information did you learn?
- What does good listening look like/ sound like?
- How do you feel when people are /are not listening to you?
- Can you tell us what ____ (name of student) just said?

“I can” Statements

- I can take part in a discussion about _____ (a book that was read aloud, information shared orally, video, etc.).
- I can show respect when I listen to the speaker.
- I can take turns speaking in a discussion.
- I can add share my own thoughts that are related to the topic of discussion.
- I can ask and answer questions about what I hear read aloud.
- I can ask and answer questions about information that is shared orally.

Whole/Small Group Ideas

- While developing your classroom rituals and routines, create a class constitution that emphasizes good speaking/listening guidelines.
- When establishing the “carpet rules”, assign turn and talk partners. This maximizes instructional time.
- When assigning carpet spots, consider leaving a “runway” down the center of the rug. This allows the teacher to easily facilitate partner discussions.
- Model what appropriate listening should and should not sound/look like.
- Explain, model, and create an anchor chart that clearly defines “turn and talk” procedures.
- Provide students with various types of speaking and listening opportunities (whole group, small group, and partner).

Assessment

- Ongoing student checklists
- Anecdotal notes about student work and discussions

Teacher Notes

Speaking and Listening- Presentation of Knowledge and Ideas

These standards require that students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, #4**

C.C.1.5.1.D- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

C.C.1.5.1.E- Produce complete sentences when appropriate to task and situation.

C.C.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

C.C.1.5.1.G- Demonstrate command of the conventions of standard English when speaking based on Grade 1 level and content.

Objectives - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. - Produce complete sentences when appropriate to task and situation. - Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. - Demonstrate command of the conventions of Standard English when speaking, based on Grade 1 level and content. - With guidance and support from adults and peers, focus on a topic, respond to comments and suggestions from peers, and add details to strengthen writing as needed.	Guiding Questions and Prompts - How can you describe _____? - Can you tell us more about _____? - Now that you have seen this _____ (picture, chart, etc.), what did you learn? - How can you show us more about _____ (topic) using a _____? (picture, chart, etc.) - How can you say that using a complete sentence?
“I can” Statements - I can use details to describe people, places, things, and events clearly. - I can _____ to show and explain my ideas, thoughts, and feelings (draw a picture, make a chart, add a text feature, etc.). - I can use complete sentences when speaking.	Whole/Small Group Idea - Discuss, model, and expect students to speak in complete sentences and answer questions in complete sentences. Student Task Idea - When learning and writing about informational topic, students create a related visual representation to share/ report information with the class.
Assessment - Ongoing student checklists - Anecdotal notes about student work and discussions	Teacher Notes Consult your librarian for support with technology integration.

Language

An understanding of language is essential for effective communication. First grade students must have command of the grammar and usage of spoken and written Standard English. **This does not mean that you are teaching terminology and definitions. Instead, model these components of the English language as you model writing. In addition, encourage these behaviors in your students' speaking and writing.**

C.C. 1.4.1.F, R, L- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

- Print all upper- and lowercase letters
- Use common, proper, and possessive nouns (*girl, boy, Chambersburg, Bethany's*)
- Use singular and plural nouns with matching verbs in basic sentences (*e.g., He hops; We hop*)
- Use personal, possessive, and indefinite pronouns (*e.g., I, me, my; they, them, their, anyone, everything*).
- 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*)
- Use frequently occurring adjectives (*e.g., yellow, ugly, kind, tired*)
- Use frequently occurring conjunctions (*e.g., and, but, or, so, because*)
- Use determiners (*e.g., articles- a, an, the; demonstratives- this, that, these, those*)
- Use frequently occurring prepositions (*e.g., on, above, by, in*)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

Writing Process

An understanding of the writing process using the writing workshop model is essential for writing instruction. First grade students should transition from the Kid Writing process to the writing process. This process will need to be modeled, practiced, and supported. The parts of the writing process are:

1. Prewriting (Brainstorming & Planning)
2. Drafting
3. Revising
4. Editing
5. Publishing

Writing instruction is taught through the workshop model. This workshop consists of:

- Mini-lesson (includes modeling writing)
- Work Time
- Sharing

Resources for Teaching Writing:

- *No More I'm Done* (Jennifer Jacobsen)
- *Marvelous Mini-lessons for Teaching Beginning Writing K-2* (Lori Jamison Rog)
- *In Pictures and in Words* (Katie Wood Ray)
- *Trait Crate; Using Picture Books to Teach Writing; 6+1 Traits of Writing: Primary Grades* (Ruth Culham)
- *El Paso* writing documents

Writing- Narrative

These standards require that students develop real or imagined experiences or events. **MP #1, #2, #3, #4**

C.C.1.4.1.N- Establish who and what the narrative will be about (focus)

C.C.1.4.1.O- Include thoughts and feelings to describe experiences and events (content)

C.C.1.4.1.P- Recount two or more appropriately sequenced events including temporal (time order) words to signal event order and provide some sense of closure (organization)

C.C.1.4.1.Q- Use a variety of words and phrases (style)

C.C.1.4.1.R- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

C.C.1.4.1.T- With guidance and support from adults and peers, focus on a topic, respond to comments and suggestions from peers, and add details to strengthen writing as needed

C.C.1.4.1.U- With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers

C.C.1.4.1.W- With guidance and support, recall information from experiences or gather information from provided sources to answer a question

C.C.1.4.1.X- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific task, purposes, and audiences

Objectives

- Write narratives to develop real or imagined experiences or events
- Establish who and what the narrative will be about (focus)
- Include thoughts and feelings to describe experiences and events (content)
- Recount two or more appropriately sequenced events including temporal (time order) words to signal event order and provide some sense of closure (organization)
- Use a variety of words and phrases (style)

Guiding Questions and Prompts

- What more do you want to know about _____'s (student name) story?
- Did you stay on one topic? How do you know?
- What in the story tells the reader how the character thinks/feels?
- Does the story make sense? (Is it in order?)
- What other word could you use instead of _____?
- What words in your sentence need (or don't need) a capital letter?
- What do you *really want us to know* about your topic/ your experience? (When faced with a bed to bed story)

Writing- Narrative (continued from page 31)

“I can” Statements

- I can stay on one topic or event.
- I can use details to support my topic or event.
- I can organize my writing. (beginning, middle, end)
- I can use interesting words and phrases to make my writing better.
- I can capitalize dates and names of people.
- I can use end punctuation.
- I can use commas in dates.
- I can use commas to separate words in a series.
- I can spell based on the patterns I know.
- I can spell my first grade sight words.

Whole/Small Group Ideas

- Model narrative writing
- Use mentor texts and exemplars
- Create an anchor chart showing characteristics of narrative writing
- Create an anchor chart with transitions to signal event order
- Create a sensory detail anchor chart
- See examples of anchor charts on pp. 216-217 in Growing Independent Learners by D. Diller
- Create a who, what, when, where graphic organizer anchor chart and model how to use it in writing a narrative
- Create a sensory detail anchor chart
- Explode a small moment (Discourage “bed to bed” stories)
- Create a word swap/word splash. (said=whispered, shouted, yelled) This may be an anchor chart or provided as reference in a writing center.
- Heart map- After reading *The Best Story* (Spinelli), discuss how the best stories come from the heart. Students brainstorm a variety of writing topics that are special to them. Students add ideas and reference for writing ideas throughout the year.

Student Task Ideas

- Students write about a shared event in the classroom
- Students write about a personal event
- Students write an imaginary story
- Students write a memoir
- Stretch simple sentences to include sensory details and descriptive words (use sensory detail anchor chart)
- Students use a sensory detail anchor chart to include specific details in their narratives

Assessment

- Ongoing student checklists
- Anecdotal notes about student work and discussions
- Work samples/observations from possible tasks

Teacher Notes

- Model writing in front of your students, using think aloud strategies to show the process of writing.

Recommended mentor texts:

- Rollercoaster by Marla Frazee
- The Best Story Jerry Spinelli

- | | |
|--|--|
| | <ul style="list-style-type: none">• <u>Owl Moon</u> by Jane Yolen• <u>The Relatives Came</u> by Cynthia Rylant• <u>Memoirs of a Goldfish</u> by Devin Scillian and Tim Bowers• Refer to Language standard for first grade grammar expectations. Grammar instruction needs to be embedded into all modes of writing. |
|--|--|

Writing- Informative/Explanatory Writing

This standard requires that students write informative/explanatory text to examine a topic and convey ideas and information. **MP #1, #2, #3, #4**

C.C.1.4.1.B- Identify and write about one specific topic (focus)

C.C.1.4.1.C- Develop a topic with two or more facts (content)

C.C.1.4.1.D- Group information and provide some sense of closure (organization)

C.C.1.4.1.E- Choose words and phrases for effect (style)

C.C.1.4.1.F- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

C.C.1.4.1.T- With guidance and support from adults and peers, focus on a topic, respond to comments and suggestions from peers, and add details to strengthen writing as needed

C.C.1.4.1.U- With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers

C.C.1.4.1.V- Participate in individual or shared research and writing projects

C.C.1.4.1.W- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

C.C.1.4.1.X- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific task, purposes, and audiences

Objectives

- Identify and write about one specific topic (focus)
- Develop a topic with two or more facts (content)
- Group information and provide some sense of closure (organization)
- Choose words and phrases for effect (style)
- With guidance and support from adults and peers, focus on a topic, respond to comments and suggestions from peers, and add details to strengthen writing as needed
- With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers
- Participate in individual or shared research and writing projects
- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific task, purposes, and audiences

Guiding Questions and Prompts

- What interests you?
- What do you want to know more about?
- Can you say that in a different way?
- Are there any more details you can add to your writing?
- Where could you look for more information?
- Is there anything in your writing that does not belong?
- What text feature could you add that would help your reader?

“I can” Statements • I can write about one specific topic. • I can write two or more facts about my topic. • I can organize my writing in a way that makes sense. • I can use interesting words and phrases. • I can research my topic to find more information. • I can capitalize dates and names of people. • I can use end punctuation. • I can use commas in dates. • I can use commas to separate words in a series. • I can spell based on the patterns I know. • I can spell my first grade sight words.	Whole/Small Group Ideas • Model Informative/explanatory writing • Create an anchor chart showing characteristics of informative/explanatory writing • See other anchor chart ideas on pp. 207-208 in <u>Growing Independent Learners</u> by D. Diller • Use an IRA to share question and answer books about a topic • Create an informational class book (e.g., a question and answer book) • <i>Day Sky vs. Night Sky</i>- As a class, observe the day sky. Collect and record information about what was observed. Students use the information to write a brief informational piece about what they learned. Next, students observe the night sky with their family and share through writing what was observed. Discuss similarities/differences. Student Task Ideas • Draw and write about concepts learned in science, social studies and math. • Consider a variety of informational writing opportunities: • Write all about... • Write how to... • Write a page for an informational class book • Write captions for pictures • Write lab reports • Write brochures • Write informational newsletters • See other ideas on pp. 208-211 in <u>Growing Independent Learners</u> by D. Diller
Assessment • Ongoing student checklists • Anecdotal notes about student work and discussions • Work samples/observations from possible tasks	Teacher Notes Recommended mentor texts: • <u>Red-Eyed Tree Frog</u> by Joy Cowley and Nic Bishop • <u>What if You Had Animal Teeth?</u> by Sandra Markle and Howard McWilliam • <u>Walk On! A Guide for Babies of All Ages</u> by Marla Frazee • <u>How to Get a Girlfriend</u> by Croatia Senior Kindergarten Students • Refer to Language standard for first grade grammar expectations. Grammar instruction needs to be embedded into all modes of writing.

Writing- Opinion/Argumentative

This standard requires that students write opinion pieces on familiar topics. **MP #1, #2, #3, #4**

C.C.1.4.1.H- Form an opinion by choosing among given topics (focus)

C.C.1.4.1.I- Support the opinion with reasons related to the topic (content)

C.C.1.4.1.J- Create an organizational structure that includes reasons and includes some sense of closure (organization)

C.C.1.4.1.K- Use a variety of words and phrases (style)

C.C.1.4.1.L- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

C.C.1.4.1.T- With guidance and support from adults and peers, focus on a topic, respond to comments and suggestions from peers, and add details to strengthen writing as needed

C.C.1.4.1.U- With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers

C.C.1.4.1.V- Participate in individual or shared research and writing projects

C.1.4.1.W- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

C.C.1.4.1.X- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific task, purposes, and audiences

Objectives

- Form an opinion by choosing among given topics (focus)
- Support the opinion with reasons related to the topic (content)
- Create an organizational structure that includes reasons and includes some sense of closure (organization)
- Use a variety of words and phrases (style)
- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

Guiding Questions and Prompts

- How do you feel about ____? Why?
- Which do you like best? Why?
- How would you share your opinion with others?

“I can” Statements • I can form my opinion on a topic or book. • I can write my opinion on a topic or book. • I can write reasons to support my opinion. • I can “wrap up” to end my writing. (sense of closure) • I can capitalize dates and names of people. • I can use end punctuation. • I can use commas in dates. • I can use commas to separate words in a series. • I can spell based on the patterns I know. • I can spell my first grade sight words.	Whole/Small Group Ideas • Model opinion/argumentative writing • Create an anchor chart showing characteristics of opinion/argumentative writing • See mini lesson and anchor chart ideas on pp. 193-197 in <u>Growing Independent Learners</u> by D. Diller Student Task Ideas • When starting opinion writing, consider having students write an opinion piece about their favorite book- possibly from their book boxes. • Provide multiple opportunities for students to explore opinion writing. For example, first graders can do quick writes, create picture books, write paragraphs to support opinions • Which character would you want as a friend? Why? • Which season is the best? Why? • What is your favorite ____? Why? (ice cream flavor, restaurant, sport, etc.)
Assessment • Ongoing student checklists • Anecdotal notes about student work and discussions • Work samples/observations from possible tasks	Teacher Notes • When selecting topics for student writing, choose high-interest topics. This will allow students to form strong opinions. Recommended mentor texts: • <u>My Brother Dan’s Delicious</u> by Steven Layne • <u>I Wanna Iguana</u> by Karen Kaufman Orloff and David Catrow • <u>I Wanna New Room</u> by Karen Kaufman Orloff and David Catrow • <u>Hey, Little Ant</u> by Phillip M. Hoose • Refer to Language standard for first grade grammar expectations. Grammar instruction needs to be embedded into all modes of writing.