

**READINGTON PUBLIC SCHOOL DISTRICT**  
**First Grade English Language Arts Curriculum 2025**

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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, and (4) speaking and listening. Teachers use research based strategies such as read aloud, shared reading, word work, and interactive writing to develop students' skills. Reading instruction includes a read aloud, shared reading, self selected reading, strategy groups, and author studies.

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.

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. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. Embedded in the writing instruction is handwriting instruction. Students learn correct pencil grip, formation of letters and numbers and spacing between words.

Phonics instruction is 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 learn phonics through specific instruction in sound/symbol relationships, building word families, strategy groups, and repeated reading.

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.

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 current educational research through its focus on fostering motivation and independence, developing oral language competence, phonological awareness, phonics, and opportunities to express thoughts in writing.

## **II. GOALS**

This curriculum is linked to the 2023 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## **III. ASSESSMENT**

Student learning will be assessed through

- Student/ teacher conferences
- Running Record Assessments
- Writing benchmarks for Narrative, Opinion, and Information writing
- Writing samples and student writing portfolios
- Student presentations
- Writing folders

- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Reading notebooks or folders
- Snap word assessments
- Developmental spelling assessments
- Universal Screener
- Diagnostic Assessments

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

#### IV. 1st Grade Pacing Guide

	Reading	Writing	Phonics
Units 1 Sept.-Nov. 7 weeks	<b>Readers Build Good Reading Habits (Unit 1)</b> <ul style="list-style-type: none"> <li>• Successful routines and reading habits</li> <li>• Flexible word solving, monitoring for sense, and self-correction</li> <li>• Reading with stamina and engagement</li> </ul>	<b>Launching Writing/Small Moments: Writing With Focus, Detail, and Dialogue (Unit 1)</b> <ul style="list-style-type: none"> <li>• Focus topic on one single event</li> <li>• Expand simple sentences</li> <li>• Use conventional spelling for words</li> </ul>	<b>Talking and Thinking About Letters</b> <ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Blends and digraphs names</li> <li>• Snap words</li> </ul>
Unit 2 Nov.-Dec. 6 weeks	<b>Word Detectives (Unit 2)</b> <ul style="list-style-type: none"> <li>• Silent e spelling pattern</li> <li>• word-solving strategies of analogy (recognizing when an unknown word looks like a familiar word)and vowel flexing</li> <li>• Vowel teams, double consonants, and compound words</li> <li>• Prediction and retelling</li> <li>• Endings</li> </ul>	<b>Writing How to Books (If... Then...)</b> <ul style="list-style-type: none"> <li>• Writing in order (procedural) steps</li> <li>• Detailed pictures to illustrate sentences</li> <li>• End punctuation</li> </ul>	<b>The Mystery of the Silent e</b> <ul style="list-style-type: none"> <li>• Adding e to words</li> <li>• Snap words</li> <li>• Investigating (O,I,U)</li> </ul>
Unit 3 Jan.- Feb. 5 weeks	<b>Learning About the World (Reading Non-Fiction) (Unit 3)</b> <ul style="list-style-type: none"> <li>• Decode longer words part by part</li> <li>• Read about a topic across multiple texts</li> <li>• Build fluency, synthesize information, and grow ideas</li> </ul>	<b>Nonfiction Chapter Books (Unit 2)</b> <ul style="list-style-type: none"> <li>• Organize writing by headings</li> <li>• Read books and transfer information into writing</li> <li>• Grammar</li> </ul>	<b>From Tip to Tail: Reading Across Words</b> <ul style="list-style-type: none"> <li>• -ed</li> <li>• Y- the many sounds of y</li> <li>• Snap words</li> <li>• Blends</li> </ul>
Unit 4	<b>Readers Have Big Jobs to Do</b>	<b>Writing Reviews</b>	<b>Word Builders: Using Vowel</b>

Feb- March 5 weeks	<b>(Unit 4)</b> <ul style="list-style-type: none"> <li>Monitoring and fixing up clunks</li> <li>Readers draw from their own life experience</li> <li>Readers tackle words, part by part</li> </ul>	<b>Opinion Writing (Unit 3)</b> <ul style="list-style-type: none"> <li>Appropriate argument writing</li> <li>Focused and clear topic</li> <li>Understand supporting details</li> <li>Grammar</li> </ul>	<b>Teams to Build Big Words</b> <ul style="list-style-type: none"> <li>Long vowel au, ow, ou, oo, ew</li> <li>Snap words</li> </ul>
Unit 5 April/May 5 weeks	<b>Meeting Characters and Learning Lessons: A study of story elements (Unit 5)</b> <ul style="list-style-type: none"> <li>Readers retell their books</li> <li>Readers study characters</li> <li>Writers use conventions to talk about their characters</li> <li>Characters learn lessons</li> </ul>	<b>From Scenes to Series: Writing Fiction (Unit 4)</b> <ul style="list-style-type: none"> <li>Construct a story with the elements of fictional stories</li> <li>Beginning, middle, end</li> <li>Use of grammar</li> </ul>	<b>Marvelous Bloopers: Learning Through Wise Mistakes</b> <ul style="list-style-type: none"> <li>R controlled vowels</li> <li>Air words</li> <li>Spelling snap words</li> </ul>
Unit 6 May/June 3 weeks	<b>Reading and Role Playing- Fairy tales, Folktales, Fables, and Fantasy (If... Then...) Mini Unit</b> <ul style="list-style-type: none"> <li>Read text with accuracy, fluency and expression</li> <li>Participate in conversations about books appropriately</li> <li>Understand poetry</li> </ul>	<b>Poetry: The Craftsmanship of Writing Poetry Music in our Hearts (If... Then...) Mini Unit</b> <ul style="list-style-type: none"> <li>Use of pronouns</li> <li>Use phonemic awareness to write unknown words</li> <li>Understanding of patterns and rhythms in words</li> </ul>	<b>Phonics Projects</b> <ul style="list-style-type: none"> <li>Spotlight phonics concepts students need to explore or reinforce</li> </ul>

## 1<sup>st</sup> GRADE READING

### Reading Unit 1 Building Good Reading Habits

Enduring Understandings
<ul style="list-style-type: none"> <li>Successful readers follow routines and have good reading habits</li> <li>Good readers are flexible word solvers, monitor for sense, and self-correct in order to read with greater accuracy</li> <li>Good readers read with stamina and engagement</li> </ul>
Goals
<p>L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>L.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.</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

**Teaching Points:**  
 Students should select a balance of fiction and nonfiction text for reading practice. Each lesson includes a phonological awareness extension that must be completed.

**Reading:**  
**Bend 1: Good Readers Have Good Habits**

1. Readers Take a Sneak Peek, Part 1: Phonological Awareness Extension, Connection, Teaching, Active

**Core Materials:**  
 Units of Study for Reading  
*Build Good Reading Habits, Unit 1*  
 Units of Study for Phonics  
*Talking and Thinking About Letters*

**Supporting Materials & Teacher Resources:**  
 Leveled Bookroom  
 Classroom Libraries

Engagement, Link, Work Time

- 1a. Readers Take a Sneak Peek, Part 2: Review Connection and Teaching, complete Work Time, Mid-Workshop Session: Noting surprising parts and establishing partnership routines, and Share
2. Readers Use Phonics to Solve Hard Words
- 2a. Mid-Workshop Session 2: Readers check that words make sense in the story
3. Readers Read It Again! Rereading to Make Reading Sound Smooth
- 3a. Mid-Workshop Session 3: Readers can reread at the end of each page too
4. Readers Reread And Think More!
- 4a. Mid-Workshop Session 4: Reading habits change as you go from reading to rereading
5. Readers Get Stronger by Reading More And More
- 5a. Mid-Workshop Session 5: Keeping track of reading volume with a reading mat

### **Bend 2: Using Good Habits Before, During, and After Reading**

6. Readers Build Good Habits for Solving Words
- 6a. Mid-Workshop Session 6: Readers check that sounds and letters match
7. Video Session: Sticking to Good Habits Takes Practice
8. Reading Partners Build Good Habits Together
- 8a. Mid-Workshop Session 3: Flagging Tricky Words to Share with Partners
9. Check for Meaning and Fix It Up!
- 9a: Mid-Workshop Session 4: Readers reread to check that their reading makes sense
10. Middles Matter: Check The Vowels
- 10a: Mid-Workshop Session 5: Readers look for word parts they know
11. Slow Check: Checking All the Way Through a Word

### **Bend 3: Good Habits for Making Sense of Books**

12. Readers Notice When They Are Confused and Reread to Understand
13. Studying the Pictures to Better Understand Books
14. Readers Make Their Voices Match What's Happening
- 14a: Mid-Workshop Session 3: Readers think about their voices in nonfiction books too
- CG: Readers understand that fiction books and nonfiction books have parts that are the same and parts that are different. Some of our tools and strategies we can use for both
15. Understanding a Character's Point Of View: Learning to Make Inferences
- 15a: Mid-Workshop Session 4: Making characters come to life all over books
16. Readers Can Retell at the End of a Book
- 16a: Mid-Workshop Session 5: Readers take another peek

### [Phonological Awareness Instruction Toolkit Letter Sound & Formation Review Lesson Framework](#)

*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylee Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*A Teacher's Guide to Mentor Texts* by Carl Anderson  
*Daily Word Ladders* by Timothy Rasinski  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*The Artful Read-Aloud* by Rebecca Bellingham  
[Heart Words](#)

#### **Mentor Texts:**

*Rusty Plays at the Park* by Michèle Dufresne  
*The Rooster Who Would Not Be Quiet!* by Carmen Agra Deedy  
*A New Kind of Wild* by Zara González Hoang  
Teacher selected read alouds  
Jump Rope Readers  
Decodables

#### **Technology:**

- I-pads
- Chromebooks
- ebooks

#### **Assessments:**

##### **Formative:**

- Student/teacher conferences
- Reading notebooks or folders

##### **Summative:**

- Standards Based Rubrics

#### **Benchmark:**

Reading assessments  
*Phonic Decoding Assessment*  
*Phonemic Awareness Assessment*  
*Running Record*

Phonics assessments

*A Guide to the Phonics Units of Study*  
● Blacking out your word wall, p.107

- to guide a retell
17. Readers Celebrate and Set New Goals

### Phonics:

#### Taking and Think About Letters

#### Bend I: Studying names to learn about phonics

1. We study words to learn to read and write
    - 1a. Session 1 Extension 4: Letter and sound identification review
    2. How to study names and all words
    - 2a. Session 2 Extension 1: Using environment print as a spelling resource
    - 2b. Session 2 Extension 2: Making words
  3. Forming letters, starting with our mascot's name
- CG: Letter sound & formation review

#### Letter Sound & Formation Review Lesson Framework

4. Expert talk about the spelling of our names
  - 4a. Session 4 Extension 1: Studying our spellings
5. Studying short- vowel power in names
  - 5a. Session 5 Extension 2: Reviewing short vowels
6. Studying blends and digraphs in names
  - 6a. Session 6 Extension 1: Filling in missing blends and digraphs
  - 6b. Session 6 Extension 2: Highlighting digraphs
  - 6c. Session 6 Extension 3: Play Guess the Covered Word for blends
7. Studying more digraphs
  - 7a. Session 7 Extension 1: Quick inventory to check blends and digraphs
8. Comparing and contrasting names to grow theories about phonics

#### Bend II: Studying high frequency words to learn about phonics

CG: Letter sound & formation review

9. Looking closely at snap words (review HFW: an, and, at, by, can, fun, got, here, in, is, it, like, look, my, on, see, this, went, will)
  - 9a. Session 9 Extension 2: Using snap words as you write
10. Sorting snap words (review HFW: all, as, ball, come, did, do, for, get, go, had, has, no, play, she, so, to, up, we, you)
  - 10a. Session 10 Extension 1: Practicing snap words during shared reading
11. Studying snap words with the vowel O
  - 11a. Session 11 Extension 2: Which word doesn't fit
12. Learning new snap words (HFW: his, said, saw, say, then, they)
  - 12a. Session 12 Extension 1: Play Dribble, Dribble, Shoot
13. Using snap words to write
  - 13a. Session 13 Extension 1: Snap word checkup
  - 13b. Session 13 Extension 2: Learning more snap words to reinforce short vowels (but, let, run, us, yes)
14. Using everything you know about words, letters, and

- By end of year: read 150 and write 110
- Help Rasheed write a picture book version 1 or 2, p. 99
  - Version 1: 5-6 in each category
  - Version 2:
    - CVCe: 5-6
    - Endings: 0-2
    - Blends/digraphs: 3-4
    - CVVC words: 0-2
    - Diphthongs: 0-2
    - R-controlled vowels: 0-2
- Return to Kindergarten assessments for those students who have not reached proficiency and continue assessing and reteaching until they do.

#### Alternative:

- Poster
- Word collage
- Google slideshow

<p>sounds to write</p> <p><b>Bend III: Use snap words and word parts to make and read more new words</b></p> <p>CG: Letter sound &amp; formation review</p> <p>15. Power words help writers make a zillion new words</p> <p>15a. Session 15 Extension 1: Snap word cousins make it easier to read a text</p> <p>15b. Session 15 Extension 2: Toll Booth Game: Make new words with power words</p> <p>16. Making even more words from snap words</p> <p>17. Making more new words using blends and digraphs</p> <p>18. Bringing all you know to read and write long, complicated words</p>	
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**Interdisciplinary Connections**

**Social Studies: 6.1.2.Civics.PI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).** Activity: Students will read texts about their community and discuss the key details relating to communities.

**Science: 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.** Activity: Students will work in small groups for science investigations and research. Afterward, they will discuss their findings.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.** Activity: Students will read a text at their level and then create digital characters to match the main character.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.** Activity: Students will make a chart to show their reading progress throughout the month and discuss why reading is an important skill. Students will discuss with a partner their goals and ways to achieve their goals.

**Computer Science & Design Thinking**

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will use the computer to type notes about a story.

**Reading Unit 2 ~  
Word Detectives**

**Enduring Understandings**

- Good readers link the sounds they hear and the way these sounds are represented
- Good readers learn how to puzzle through the meaning of a new word as well as monitoring for comprehension across the text

- Good readers study the way vowels and endings work in words

### Goals

- L.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.
- Distinguish long from short vowel sounds in spoken single-syllable words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolate and pronounce 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).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - Decode regularly spelled one-syllable words.
  - Know final -e and common vowel team conventions for representing long vowel sounds.
  - Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- 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.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- Short vowels and single consonants.
  - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - Initial and final consonant blends (must, slab, plump).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - 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).
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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).
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and

feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

**Teaching Points:**

Students should select a balance of fiction and nonfiction text for reading practice. Each lesson includes a phonological awareness extension that must be completed.

**Reading:**

**Bend 1: Word Detectives in Training**

1. Word Detectives Are Always on the Lookout
  - 1a. Mid-workshop session 1: Checking in with readers
2. Word Detectives Look Closely
  - 2a. Mid-workshop session 2: Readers can mark tough words with a sticky note
3. Looking Closely at Endings
  - 3a. Mid-workshop session 3: Hearing two different sounds of S
4. Noticing and Understanding New Vocabulary
  - CG. Understanding categories can help readers define new words:  
[Sort words/pictures](#) by categories and define by more than one category
  - 4a. Mid-workshop session 4: Talk it out: Defining new vocabulary
5. Zooming In to Look Closely, Zooming Out to Understand
  - 5a. Mid-workshop session 5: Reread to fix up comprehension
6. Using Words We Know in a Snap to Make Reading Sound Smooth
7. Studying Words Closely

**Bend 2: Word Detectives Take a Closer Look at Vowels**

8. Watching Out for Silent E
  - 8a. Mid-workshop session 1: Word detectives collect words
9. Solving Mystery Words
  - 9a. Mid-workshop session 2: Collecting look-alike words
10. Watching Out for Vowel Teams
  - 10a. Mid-workshop session 3: Adding words with EE and EA to our word collections
11. Learning To Be Flexible: Using Phonics Knowledge to Try a Vowel Sound Another Way
  - 11a. Mid-workshop session 4: Adding exceptions to our word collections
12. Word Detectives Don't Give Up: Reread and Look Again
13. Zooming Out to Make Predictions

**Bend 3: Word Detectives Take an Even Closer Look to Solve Longer Words**

14. Solving Longer Words: Noticing Double Consonants
  - 14a. Mid-workshop session 1: Watching out for times it doesn't work to split consonants
15. Watching Out for Compound Words

**Core Materials:**

Units of Study for Reading  
*Word Detectives, Unit 2*  
Units of Study for Phonics  
*The Mystery of the Silent e*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Review Lesson Framework](#)  
*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*A Teacher's Guide to Mentor Texts* by Carl Anderson  
*Daily Word Ladders* by Timothy Rasinski  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*The Artful Read-Aloud* by Rebecca Bellingham  
[Heart Words](#)

**Mentor Texts (Instructional Read Aloud):**

*A Crocodile and a Whale* by Annette Smith  
*Tiny and the Big Wave*  
Unit Readers  
Jump Rope Readers  
Decodables  
Teacher selected read alouds

16. Breaking off the Ending to Solve Longer Words
- 16a. Mid-workshop session 3: Adding longer words to our word collections
17. Video Session: Zooming Out to Retell

**Phonics:**

**The Mystery of the Silent e**

**Bend I Word Detectives take the Case: investigating e**

CG: Letter sound & formation review

[Letter Sound & Formation Review Lesson Framework](#)

1. Word detectives investigate “tricky” words
  - 1a. Session 1 Extension 3: Learning five new snap words: big, eat, make, out, take
  2. Word detectives look closely to find patterns words
  - 2a. Session 2 Extension 1: Adding to our bank of high-frequency words: learning the word Have
  3. Word detectives use the patterns they’ve learned to write new words
- CG: Letter sound & formation review
4. Word detectives practice their new skills
  - 4a. Session 4 Extension 2: Learning new snap words; came, same
  5. Word detectives use everything they know to solve and check words when they read

**Bend II Words detectives test their theories to learn more about vowels**

CG: Letter sound & formation review

6. Word detectives investigate with the vowel o
  - 6a. Session 6, Extension 2: Introducing New Snap Words: home, more, not, of, put, your
  7. Word detectives investigate words with the vowel i
  8. Word detectives put themselves the test
  9. Investigating words with a long e sound
  10. Snap word Boot Camp
- CG: Letter sound & formation review

**Bend III Word detectives use words they know to solve new mysteries**

11. Collecting new snap words (HFW: I’m, into, little, now, three)
  12. The case of the letter twins
  13. The case of the sticky letter
  - 13a. Session 13 Extension 2: Learning new snap words (if, or)
- CG: Letter sound & formation review
14. The case of the words in disguise
  15. The compound word puzzle
  16. Tracking down the look-alike word part
  - 16a. Session 16, Extension 2: Learning New Snap Words (read)
  17. A word detective is always on the case
- CG: Letter sound & formation review

**Technology:**

- Kahoot-review key concepts

**Assessments:**

**Formative:**

- Student/teacher conferences
- Reading notebooks or folders

**Summative:**

- Standards Based Rubrics

**Benchmark:**

Reading assessments

- Phonic Decoding Assessment
- Phonemic Awareness Assessment

Phonics assessments

*A Guide to the Phonics Units of Study*

- Blacking out your word wall, p.107
  - Only for those students not keeping pace
  - By end of year: read 150 and write 110

**Alternative:**

- Create a board game

**Interdisciplinary Connections**

**Math: I.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**

**RI.1.1. Ask and answer questions about key details in a text.** Activity: Students will read a text about shapes and their attributes and respond to questions.

**Social Studies:6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.** Activity: Students will read texts about communities and create a community showing the key components.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.** Activity: Students will read texts about communities and create a community showing the key components through a virtual program.

**Career Awareness, Exploration, Preparation, and Training: 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.** Activity: Students will research an author and read about his or her life. Discuss the value of a career as an author.

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.** Activity: Students will research an author and read about his or her life. Discuss the value of a career as an author.

### Computer Science & Design Thinking

**8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.** Activity: Students will research a current event and create a Google Slide to share the information, both in writing and in pictures.

## Reading Unit 3 ~ Learning About the World: Reading Nonfiction

### Enduring Understandings

- Readers decode longer words part by part rather than sound by sound
- Curious learners return to a topic across multiple texts to learn more
- Curious learners learn collaboratively
- Readers build fluency, synthesize information, and grow their own ideas about their topics

### Goals

L.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.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- A. Short vowels and single consonants.
  - C. Initial and final consonant blends (must, slab, plump).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

**Teaching Points:**

**Each lesson includes a phonological awareness extension that must be completed.**

**Reading:**

**Bend 1: Approaching Books (and the World) with Curiosity and Wonder**

1. Curiosity: An Essential Reading Skill
2. Looking Closely to Learn
- 2a. Mid-workshop session 1: Using tools to look closely on every page
3. Curious Readers Ask Questions
- 3a. Mid-workshop session 3: Readers ask questions and look for answers
4. Reading Longer Words, Part by Part
5. Nonfiction Readers Are Curious about Words
6. Nonfiction Readers Retell to Make Sure They Understand

**Core Materials:**

Units of Study for Reading  
*Learning About the World, Unit 3*  
 Units of Study for Phonics  
*From Tip to Tail*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Review Lesson Framework](#)  
*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kyleene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer Serravallo

Their Books

7. Celebrating Curiosity

### **Bend 2: Learning Together**

8. When Readers Are Really Curious, They Read More Than One Book About a Topic, Part 1: Phonological Awareness Extension, Connection, Teaching, Active Engagement, Link, Work Time, and Closure
- 8a. When Readers Are Really Curious, They Read More Than One Book About a Topic, Part 2: Review Connection and Teaching, complete Work Time, Mid-Workshop Teaching: Carrying Learning across Texts, and Share
9. Sharing Books with Others
10. Keywords Help Readers Unlock More Learning about a Topic
- 10a. Mid-workshop session 3: Discovering the same key words across a text set
11. New Vowel Teams Can Unlock Even More Words (AI, AY, OA)
12. Looking Closely at a Curious Word Part: the Letter Y
13. Video Session: Readers Add Their Own Thinking to Their Text Sets

### **Bend 3: Learners Become Teachers**

14. Readers Learn, and Then They Teach
15. Nonfiction Readers Read with Feeling
- 15a. Mid-workshop session 2: Popping out key words
16. Using Writing Strategies to Teach Others
17. Video Session: Learning Leads to New Ideas, Feelings, and Action

### **Phonics:**

#### **From Tip to Tail**

#### **Bend I: Reading and Hearing all the way across words**

1. Reading Carefully looking all the way through words
- 1a. Session 1 Extension 3: Learning New Snap Words: going, jump, never, there, where & Letter sound & formation review
2. Getting to know some common endings
3. Investigating different sounds- ed
4. The tricky Y (HFW: any, today, very) Letter sound & formation review: d
5. Blends come as endings, too
6. Making sure writers use strong endings when they write words

#### **Bend II: Dealing with Trickier Words**

7. Getting to know common phonograms that end in blends
- 7a. Session 7, Extension 3: Learning more snap words: back, best, just, think with handwriting practice: Spelling &

*A Teacher's Guide to Reading Conferences*

by Jennifer Serravallo

*Teaching Reading in Small Groups* by

Jennifer Serravallo

*A Teacher's Guide to Mentor Texts* by Carl Anderson

*Daily Word Ladders* by Timothy Rasinski

*Word Journeys* by Kathy Ganske

*The Megabook of Fluency* by Rasinski & Smith

*The Artful Read-Aloud* by Rebecca Bellingham

[Heart Words](#)

### **Mentor Texts (Instructional Read Aloud):**

*Bees* by Laura Marsh

*In My Mosque* by M. O. Yuksel

*Golden Domes and Silver Lanterns* by Hena Khan

*Honey Bees* by Jill Esbaum

*The Thing About Bees: A Love Letter* by

Shabazz Larkin

Jump Rope Readers

Unit Readers

Decodables

Teacher selected read alouds

### **Technology:**

- Kahoot-review key concepts

### **Assessments:**

#### **Formative:**

- Student/teacher conferences
- Reading notebooks or folders

#### **Summative:**

- Standards Based Rubrics

### **Benchmark:**

Reading assessments

*Phonic Decoding Assessment*

*Phonemic Awareness Assessment*

Phonics assessments

*A Guide to the Phonics Units of Study*

- Blacking out your word wall, p.107
  - Only for those students not keeping pace
  - By end of year: read 150 and write 110
- Help Rasheed write a picture book version 2, p. 103

<p>Letter formation review</p> <ol style="list-style-type: none"> <li>8. Reading words, Part by Part</li> <li>9. Reading across even the longest, toughest words, from the beginning</li> <li>9a. Session 9 Extension 3: Practicing Confusing Snap Words: Then and Than, Spelling &amp; Letter formation review</li> <li>10. Spelling words, part by part</li> <li>11. Hearing all the way across words - and putting a vowel in each syllable</li> <li>12. Karate chop words to read them part by part</li> </ol> <p><b>Bend III: Raising the Level of Work High Frequency Words</b></p> <ol style="list-style-type: none"> <li>13. Snap Word Power</li> <li>13a. Session 13, extension 1: When you need to relearn a snap word: was with handwriting practice: Spelling &amp; Letter formation review</li> <li>14. Bringing new knowledge of words to learning new snap words (HFW: could, should, would, mother, from) with handwriting practice: Spelling &amp; Letter formation review</li> <li>15. Using snap words to help make and read other, longer, trickier words</li> <li>16. Making contractions with not (HFW: don't) with handwriting practice: Spelling &amp; letter formation review</li> <li>17. Review of contractions</li> <li>18. Celebration</li> </ol>	<ul style="list-style-type: none"> <li>○ CVCe: 5-6</li> <li>○ Endings: 5-6</li> <li>○ Blends/digraphs: 5-6</li> <li>○ CVVC words: 0-2</li> <li>○ Diphthongs: 0-2</li> <li>○ R-controlled vowels: 0-2</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Create a board game</li> </ul>
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**Interdisciplinary Connections**

**Math: 1.GA.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. RI.1.1. Ask and answer questions about key details in a text.** Activity: Students will read a text about shapes and their attributes and respond to questions.

**Social Studies:6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.** Activity: Students will read texts about communities and explain the features that are for the common good.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.** Activity: Students will read nonfiction texts and use the information to collect data on animals.

**9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.** Activity: Students will research an author and read about his or her life. Discuss the value of a job as an author.

**Computer Science & Design Thinking**

**8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.** Activity: Students will research a current event and create a Google Slide to share the information, both in writing and in pictures.

**Reading Unit 4 ~  
Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension**

**Enduring Understandings:**

- Good readers monitor as they read and fix up their clunks
- A reader's most important job is to understand their books
- Readers draw from their own life experience to fill in more detail
- Readers can tackle words, part by part even when they encounter tricky vowel digraphs

**Goals:**

- L.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.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.CI.1.2. Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Teaching Points:**

Each lesson includes a phonological awareness extension that must be completed.

**Reading:****Bend 1: Readers Have Important Jobs to Do: Monitoring**

1. Be the Boss of Your Reading: Notice Clunks and Fix Them Up
- 1a. Mid-workshop session 1: Readers notice obvious and not so obvious clunks
2. Solving Words With R-Controlled Vowels
- 2a. Mid-workshop session 2: Noticing ER at the end of a word
3. Readers Notice When They Don't Understand: Retelling Along the Way
- 3a. Mid-workshop session 3: Readers remind themselves to stop and check in
4. Figuring Out Vocabulary Clunks
5. Readers Check to Confirm They're Back on Track
6. Video Session: Readers Get Help When They Need It

**Bend 2: Readers Work Hard to Understand Their Books: Building Meaning**

7. Readers Keep the Story in Their Mind
8. Readers Imagine Everything That's Happening: Making the Pictures Move
9. Readers Imagine Everything to Learn More
- 9a. Mid-workshop session 3: Readers unfreeze the pictures in nonfiction texts to find more information
10. Video Session: Readers Need to Be Flexible: Solving Words with Vowel Teams
11. Readers Work Hard to Understand New Vocabulary
- 11a. Mid-workshop session 5: Readers collect interesting words
12. Using Background Knowledge to Better Understand A Book

**Bend 3: Readers Use Everything They Know: Decoding and Fluency**

13. Readers Learn About a Special Word Part: OU
- 13a. Mid-workshop session 1: Readers break words in more than one way
14. Readers Need to Be Flexible with Vowel Teams
15. Readers Use the Biggest Parts They Know to Solve Words
16. Video Session: Reading Words That End in LE
17. Readers Investigate New Ways to Make Their Reading Sound Great
- 17a. Mid-workshop session 5: Punctuation helps make your reading sound right
18. Readers Use Their Voices to Show The Feeling

**Phonics:****Word Builders****Bend I: We are word builders: using vowel teams that make a long vowel sounds**

1. We are word builders
- 1a. Session 1, Extension 3: Learning four new snap words: away, each, easy, wait with handwriting practice: Letter formation

**Core Materials:**

Units of Study for Reading  
*Readers Have Big Jobs to Do*  
Units of Study for Phonics  
*Word Builders*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Review Lesson Framework](#)

*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
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*A Teacher's Guide to Mentor Texts* by Carl Anderson  
*Daily Word Ladders* by Timothy Rasinski  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith

*The Artful Read-Aloud* by Rebecca Bellingham

[Heart Words](#)**Mentor Texts:**

*The Dinosaur Chase* by Hugh Price  
*The Ocean Calls* by Tina Cho  
*The Big Book of the Blue* by Yuval Zommer

Jump Rope Readers

Decodables

Teacher selected read alouds

**Technology:**

- ebooks-RazKids

**Assessments:**

- review
- 2. Word Builders Pay Attention to vowel teams
- 3. Digging up discoveries about vowel teams
- 4. Word builders use vowel teams and word parts
- 4a. Session 4, Extension 2: Giving directions on a construction side: adding new HFW to the wall: last, near, need, next with handwriting practice: Letter formation review
- 5. Watching out for words that don't work the same way
- 5a. Session 5, Extension 2: Add a new snap word to the class wall: been with handwriting practice: Letter formation review
- 6. Word builders need powerful tools to get the job done

**Bend II: Building Words with Trickier Parts: Studying vowel teams that make two sounds**

- 7. Vowel Team can make new sounds
- 8. Using ou and ow to learn new snap words (HFW: about, down, house, our) with handwriting practice: Letter formation review & student created sentences using snap words
- 9. Investigating the sounds of OU and OW
- 9a. Session 9, Extension 1: Turning know into a snap word with handwriting practice: Letter formation review & student created sentences using snap words
- 10. The two sounds of OO
- 10a. Session 10, Extension 1: Making the word School into a snap word with handwriting practice: Letter formation review
- 11. Reviewing vowels teams to build new words

**Bend III: Provisioning Our Toolboxes with Vowel teams that make the same sound**

- 12. OI and OY: two teams, one sound
- 12a. Session 12, Extension 1: Learning new snap words that rhyme: much, such, two, who with handwriting practice: Letter formation review
- 13. Helpful clues for vowel teams ew and ue
- 13a. Session 13, Extension 1: Adding to your HFW bank: learning the word: few with handwriting practice: Letter formation review
- 14. Word Builders lookout and listen up to use the right vowel team
- 15. Adding to our toolbox: vowel team AW and AU
- 15a. Session 15, extension 1: Making because into a snap word and adding it to the wall with handwriting practice: Letter formation review
- 16. Learning new snap words and making new words with IGH (HFW: high, might) with handwriting practice: Letter formation review
- 17. Building vowel town

**Formative:**

- Student/teacher conferences
- Reading notebooks or folders

**Summative:**

- Standards Based Rubrics

**Benchmarks:**

Reading assessments

*Phonic Decoding Assessment*

*Phonemic Awareness Assessment*

*Running Record Assessment*

Phonics assessments

*A Guide to the Phonics Units of Study*

- Blacking out your word wall, p.107
  - By end of year: read 150 and write 110

**Alternative:**

- Students will record themselves reading, monitoring for self-corrections and fluency

**Interdisciplinary Connections**

**Social Studies: 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.** Activity: Students will read a variety of texts about the differences of others. Then they will use their knowledge of snap words and word building skills to create a poster which they will share with the class.

**Visual and Performing Arts: 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.** Activity: Students will create movements to help learn vowel teams and snap words.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).** Activity: Provide students with an open-ended design challenge to encourage creativity (e.g., Design a better way to practice snap words).

**9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.** Activity: Interview a parent or other community member that is employed in a career field the class has read about and discuss their career/occupation.

### Computer Science & Design Thinking

**8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.** Activity: Students will create a Google Doc of all the Snap Words learned.

## Reading Unit 5 ~ Meeting Characters and Learning Lessons: A Study of Story Elements March-April

### Enduring Understandings

- Readers use what's already happened to help them more accurately predict what will happen next
- Readers retell their books so that they can remember them forever
- Readers study characters' actions, talk, and expressions to determine how, exactly, a character might feel
- Writers use conventions to talk about their characters
- Characters learn lessons, and as readers, we can learn those lessons too

### Goals:

- L.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.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. 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.
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and

feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

**Teaching Points:**

**Each lesson includes a phonological awareness extension that must be completed.**

**Reading:**

**Bend 1: Readers Go On Adventures**

1. Readers Preview Stories to Get Ready for Reading Adventures
2. Readers Use the Storyline To Predict
3. Readers Retell to Retain the Story
- 3a. Mid-workshop session 3: Using sticky notes to retell
4. Readers Can Teach Themselves New Phonics
5. Readers Revisit Books to Notice More

**Bend 2: Learning About and Alongside Characters**

6. Learning about Characters in Books
- 6a. Mid-workshop session 1: Learning about characters from the pictures too
7. Characters' Feelings Matter
- 7a. Mid-workshop session 2: Noticing what a character feels and thinking, "Why?"
- 7b. Share Session 2: Building your Feeling Vocabulary: Review the continuum created for happy. Repeat this exercise in small groups with the words sad and mad with each group explaining their thinking to the class
8. Reading Dialogue and Figuring Out Who Is Speaking
- 8a. Mid-workshop session 3: Dialogue tags help readers learn about characters
9. Using Both Sounds Of C And G to Read More Words
10. Bring Your Characters to Life
- 10a. Mid-workshop session 5: Supporting reading volume
11. Characters' Actions Can Teach Us So Much
12. Characters Learn Lessons, and We Can Too!

**Bend 3: Comparing and Contrasting Characters and Their Adventures**

13. Readers Compare Their Reading Adventures
- 13a. Mid-workshop session 1: When readers compare, they give evidence
14. Focusing Our Character Comparisons
15. Exploring Special Ways Characters Are Different
- 15a. Mid-workshop session 3: Learning the language of compare and contrast
16. Breaking Multisyllabic Words into Parts to Read Them Well
17. Readers Check Up on Words They Know in a Snap
18. Comparing Feelings across Books and Our Lives

**Phonics:**

**Marvelous Bloopers:**

**Bend I: Studying Bloopers to Learn From them**

1. Studying bloopers with r-controlled vowels
- 1a. Session 1, Extension 1: Support transfer to writing

**Core Materials:**

Units of Study for Reading  
*Meeting Characters and Learning Lessons*  
Units of Study for Phonics  
*Marvelous Bloopers*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Review Lesson Framework](#)

*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*A Teacher's Guide to Mentor Texts* by Carl Anderson  
*Daily Word Ladders* by Timothy Rasinski  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*The Artful Read-Aloud* by Rebecca Bellingham  
[Heart Words](#)

**Mentor Texts (Instructional Read Aloud):**

*Bradford Street Buddies: Backyard Camp-Out* by Jerdine Nolen  
*Swashby and the Sea* by Beth Ferry and Juana Martinez-Neal  
Jump Rope Readers  
Decodables  
Teacher selected read alouds

**Technology:**

- Gynzy-online activities

- 1b. Session 1, Extension 3: Learning new snap words (over, their, under, want, were) with handwriting practice: Letter formation review
- 2. Investigating -ar,-er,-or
- 2a. Session 2, Extension 2: Helping Rasheed get the vowel right
- 3. Noticing and stopping bloopers that students make over and over
- 3a. Session 3, Extension 2: Studying R-Controlled vowel patterns with poems
- 4. When [er] is not what it seems
- 5. Investigating how r changes vowel sounds
- 5a. Session 5, Extension 1: The many sound of -EAR
- 5b. Session 5, Extension 2: Try reading bloopers two ways
- 6. Learning many spelling patterns for the /air/ sounds
- 7. Sharing and learning from our reading bloopers

**Bend 2: Words You Use and Confuse: Snap Word Bloopers**

- 8. Snap words Memory Tricks (HFW: family) with handwriting practice: Letter formation review
- 9. Isolating the tricky parts of hard to spell snap words
- 9a. Session 9, Extension 1: Learning Two New Snap Words: (find, kind) with handwriting practice: Letter formation review
- 10. Combining high frequency words to make compound words (HFW: ask, them, things, walk, what), Letter formation review
- 11. Inventing ways to remember snap words

**Bend 3: Phonics Project Studying Capitals**

- 12. Studying the capitalizing of experts
- 13. Study and fixing errors
- 14. Adding specific details to writing, including words with capitals
- 14a. Session 14, Extension 2: Learning more long snap words: everyone, everything, myself with handwriting practice, Letter formation review
- 15. Playing words games to learn more about capital letters
- 15a. Session 15, Extension 1: Learning New Snap Words to Strengthen Writing: after, always, soon with handwriting practice, Letter formation review
- 16. Learning to learn
- 17. Teaching to learn

**Assessments:**

**Formative:**

- Student/teacher conferences
- Reading notebooks or folders

**Summative:**

- Standards Based Rubrics

**Benchmark:**

Reading assessments

*Phonic Decoding Assessment*

*Phonemic Awareness Assessment*

Phonics assessments

*A Guide to the Phonics Units of Study*

- Blacking out your word wall, p.107
  - By end of year: read 150 and write 110
- Help Rasheed write a picture book version 2, p. 103
  - CVCe: 5-6
  - Endings: 5-6
  - Blends/digraphs: 5-6
  - CVVC words: 5-6
  - Diphthongs: 5-6
  - R-controlled vowels: 5-6

**Alternative:**

- Poster- "R" Control words

**Interdisciplinary Connections**

**Mathematics: 1.DL.1.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.** Activity: Students will use the data gathered about their favorite author and analyze findings. Example: How many more children like Mo William more than Kevin Henkes.

**Visual and Performing Arts: 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).** Activity: Students will work in small groups to recreate a story of their choice.

## Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Act as a responsible and contributing community member and employee. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.** Activity: Students will share book reviews with their peers. Book reviews will consist of at least 3-4 reasons why they liked or disliked the book they read. Students will enter their review in a class spreadsheet.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Students will set personal achievement goals; they will then explore the careers of community members and begin to understand the academic achievements needed for the success of these careers. Example: Teachers go to college and have to student teach; they also have to get special state certification. Teachers can take graduate courses for additional training or certification.

## Computer Science & Design Thinking

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will use google forms to survey other students in our school or community. Students will use the survey to gather information which they will then use to create a pictograph or bar graph to share their findings (example for survey ideas: favorite author, genre, book character).

## Reading Unit 6 ~

### Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fantasy Reader's Theater

#### Enduring Understandings:

- Bring books to life by role playing their characters in fantasy fiction stories.
- Drama, fluency, and critical thinking create richer conversations about books.
- Readers can direct each other in order to see the big picture.
- Reading partnerships can evolve into larger book clubs.

#### Goals:

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- 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).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

**Teaching Points:**

**Reading:**

**Bend 1: Stepping into the magical world of fairy tales, fables, and fantasy**

- Readers bring books to life by role-playing the characters
- Good readers pay attention to the character's feelings to learn even more
- Readers work with a partner to envision the setting, the world of the story

**Bend 2: Literary language and vocabulary**

- Using story teller voices: paying attention to volume, pausing to match voices to the mood of the story
- Readers look for playful language or words that can mean different things

**Bend 3: Discovering predictable roles characters play**

- Authors make deliberate choices about what types of character types to include in stories; heroes and villains, sidekicks, the wise advisor, the trickster, and others
- Analyzing books to determine similar character types and listing the different roles characters play
- Looking for patterns and making predictions: Thinking about whether the character is teaching a lesson or learning one

**Core Materials:**

Units of Study for Reading  
*If... Then... Curriculum*  
*Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fantasy* p. 118  
 Units of Study for Phonics  
*Small Groups to Support Phonics*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Review Lesson Framework](#)  
*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo

**Bend 4: Comparing and contrasting lessons that stories convey**

9. Thinking about the lessons authors' hope readers will learn
10. Many folktales and fairy tales have similarities: good triumphs over evil, selfish or lazy characters learn a lesson
11. Fairy tales, like other stories students have read, often include a lesson
12. Learning from fairy tales about our own life lessons

**Bend 5: Reader's Theater**

13. Readers can take what they learned and use Reader's Theater to share their reading with their friends

**Phonics:****Phonics Projects**

- Guide students through another round (or more) of [phonics projects](#). **During your phonics project, pull small groups of students who need additional time to master letter formation at least once a week.**
- Additional materials are available in the online resources section of Unit 5: Orientation to the Unit
- Replicate the process for phonics projects from bend four of unit 5, this time spotlighting phonics concepts students need to explore or reinforce
- Topics that many first graders would benefit from revisiting in phonics include:
  - Short Vowel (CVC) and Long Vowel (CVCE) Patterns
  - Tricky Blends and Digraphs
  - Endings
  - Vowel Teams
  - Diphthongs
  - R-Controlled Vowels
  - Punctuation Study
  - 37 Most Common Phonograms (ack, ank, ash, ell, est, ick, ill, ink, ing, ock, uck, ump, unk, ail, ain, ay, eat, ight, ale, ame, ate, ice, ide, ine, oke, ore, an, ap, at, in, ip, it, op, ot, ug, aw)
  - Editing Our Writing (using all that we know about phonics)
- Utilize small group lessons from the *Small Groups to Support Phonics* book to support your instruction during this unit

*Teaching Reading in Small Groups* by Jennifer Serravallo

*A Teacher's Guide to Mentor Texts* by Carl Anderson

*Daily Word Ladders* by Timothy Rasinski

*Word Journeys* by Kathy Ganske

*The Megabook of Fluency* by Rasinski & Smith

*The Artful Read-Aloud* by Rebecca Bellingham

Reading A-Z: Reader's Theater Scripts

**Mentor Texts (Instructional Read Aloud):**

*Aesop's Fables* by Aesop

*Cinderella* by Walt Disney

*Cinderella* by James Marshall

*The Gingerbread Man* by Jim Aylesworth

*The Gingerbread Girl* by Lisa Campbell Ernst

Teacher selected materials

Jump Rope Readers

Decodables

Teacher selected read alouds

**Technology:**

- e-books
  - Raz-Kids
  - Tumblebooks

**Assessments:****Formative:**

- Student/teacher conferences
- Reading notebooks or folders

**Summative:**

- Standards Based Rubrics

**Benchmark:**

Phonics assessments: Only for those students not reaching the benchmarks

*A Guide to the Phonics Units of Study*

- Blacking out your word wall, p.107
  - By end of year: read 150 and write 110

**Alternative:**

- Reader's Notebook
- Performance/Skit

**Interdisciplinary Connections**

**Visual and Performing Arts: 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).** Activity: Students will recreate or create a new version of a Fairy Tale to act out within a small group. Students will demonstrate their ability to use intonation and inflection while speaking.

**Social Studies: 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.** Activity: Students will read some of their favorite Fairy Tales, Fables, or Legends. Then they will create a chart to compare and contrast the characters in the story with modern day Americans. What symbols and values are put into Fairy Tales, Fables, or Legends?

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.5: Explain what a digital footprint is and how it is created. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).** Activity: Students will create a video or presentation on Flipgrid, Movie Maker, or Google slides to enhance their story.

**9.2.2.CAP.4: List the potential rewards and risks to starting a business.** Activity: Students will listen to the book *When I Grow Up* by Tim Minchin. They will discuss why people work and create a list of different jobs. How do people who want to build their own businesses start?

### Computer Science & Design Thinking

**8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.** Activity: Students will create an illustration via Sketchpad, Canva, or Google Docs. They will then use this picture to create a Fairy Tale or story to share with their peers.

## 1<sup>st</sup> GRADE WRITING

### Writing Units 1 and 1b~

#### Launching Writing/Small Moments: Writing With Focus, Detail, and Dialog

#### Enduring Understandings

- Lives are full of stories to tell
- Writers zoom in on small moments
- Writers tell stories in Itsy-Bitsy steps
- Writers unfreezing characters, bringing what's inside out, and use drama to bring stories to life

#### Goals:

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- A. Write sentences with increasing complexity.

- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- B. Provide dialogue and/or description and details of experiences, events, or characters.
- C. Use transitional words to manage the sequence of events.
- D. Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### Launching Writing

#### **Part 1:**

- 1. Starting writing
- 2. Carrying on independently as writers
- 3. Using supplies independently

#### **Part 2:**

- 4. Using both pictures and words, like famous authors
- 5. Spelling the best we can ... and moving on
- 6. Using writing tools: The alphabet chart
- 7. Writing sentences with increasing complexity

#### **Part 3:**

- 8. Creating a place for writing-in-progress: Long-term projects
- 9. Introducing booklets

#### **Part 4:**

- 10. Fixing up writing
- 11. Editing and fancying up writing
- 12. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame
- 13. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names

### **Small Moments**

Narrative pre-assessment

#### **Bend 1: Setting up Routines and Writing Small Moment Stories with Independence**

- 1. Lives are full of stories to tell
- 2. Planning for writing: Writers touch and tell, sketch, and then write
- 3. Using pictures to add on
- 4. Stretching words to spell them: hearing and recording all sounds
- 5. Zoom in: Focusing on small moments
- 6. Partnerships and storytelling
- 7. Reading our writing like we read our books

### **Core Materials:**

Units of Study for Writing

*Small Moments: Writing With Focus, Detail, and Dialog*

### **Supporting Materials & Teacher Resources:**

Leveled Bookroom

Classroom Libraries

*One to One: The Art of Conferring with Young Writers* - Calkins, Hartman, White

*Writing Strategies Book*

Jennifer Serravallo

*Daily Five*

Gail Boushey & Joan Moser

*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson

*Teaching Writing in Small Groups* by Jennifer Serravallo

Serravallo

### **Mentor Texts (Instructional Read Aloud):**

*Night of the Veggie Monster* by Goerge McClements

*Joshua's Night Whispers* by Angela Johnson

*Corduroy* by Don Freeman

*I Wonder Why the Sea is Salty* by Anita Ganeri

*My Little Island* by Frane Lessac

*Chrysanthemum* by Kevin Henkes

*Owen* by Kevin Henkes

*Julius, The Baby of the World* by Kevin Henkes

*Roller Coaster* by Marla Frazee

*Sail Away* by Donald Crews

*Trucks. Whizz! Zoom! Rumble!* By Patricia Hubbell

*So Much* by Trish Cooke

*Mud* by Mary Lyn Ray

*Big Truck. Little Truck* by Jan Carr

*What You Know First* by Patricia McLachlan

*“Let's Get a Pup!” Said Kate* by Bob Graham

*Tulip Sees America* by Cynthia Rylant

**Bend 2: Bringing Small Moments to Life**

- 8. Unfreezing our characters and our writing
- 9. Telling stories in small steps
- 10. Bring what's inside out" making characters think and feel
- 11. Using drama to bring stories to life
- 12. Using familiar words to spell new words
- 13. Editing: Capital letters and end marks help readers

**Bend 3: Studying Other Writers' Craft**

- 14. Studying a story to learn ways the author makes it special
- 15. Trying out a craft move from a mentor text: Writing exact actions
- 16. Writing with pop-out words
- 17. Turning to other mentor texts

**Bend 4: Fixing and Fancying Up Our Best Work**

- 18. Using all we know to revise
- 19. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
- 20. Use commas in dates and to separate single words in a series
- 21. Editing with a checklist
- 22. Making books ready for the library
- 23. Celebrating writing

*The Barn Owls* by Tony Johnston  
*Are You My Mother* by P.D. Eastman  
*A Story, A Story* by Gail Haley  
*Family Pictures* by Carmen Lomas Garza  
*Kitten's First Full Moon* by Kevin Henkes  
*Truck* by Donald Crews  
*A Quiet Place* by Douglas Wood  
*How to be a Friend* by Marc Brown  
*The Kissing Hand* by Audrey Penn  
*Peter's Chair* by Erza Jack Keats  
*A Chair for My Mother* by Vera Williams  
*Recess Queen* by Alexis O'Neill

**Technology:**

- Chromebooks
- Ipad
- Google Docs

**Assessments:**

**Formative:**

- Pre-assess for narrative writing in order to capture what students already know how to do in narrative writing
- Checklist for Narrative Writing
- Student/teacher conferences
- Writing samples
- Writers Notebooks
- Learning Progressions

**Summative:**

- *Writing Pathways Grades K-5 Performance Assessments and Learning Progressions*
- Narrative rubric
- Student writing portfolios
- Student presentations
- Writing Pathways Performance Assessments

**Benchmark:**

- District Narrative Benchmark Assessment

**Alternative:**

- Story Map

**Interdisciplinary Connections**

**Social Studies:6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.** Activity: Students will explore the events that led to the creation of the United States and the state of New Jersey and share findings or interesting

facts with a classmate. Students will share holidays and traditions that were established due to these events. (resource: <https://www.state.nj.us/state/historykids/teachersGuide.htm>)

**Comprehensive Health and Physical Education: 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).** Activity: Students will watch a Brainpop Jr video on Cold & Flu or read the book *Germs are Not For Sharing* by Elizabeth Verdick. Students will then discuss and create a picture to remind their classmates how to help prevent the spread of common diseases. They will include a piece of this information in a story written for the unit.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Act as a responsible and contributing community member and employee. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).** Activity: Students will create a list of responsibilities they have at school, at home, or within their community. They will compare this to the responsibilities of their characters.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.** Activity: Students will create a collage of community helpers in and around the school. They will compare this to the characters in their stories.

### Computer Science & Design Thinking

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will build their descriptive language and vocabulary by playing Kahoot with students in other first grade classes.

## Writing Unit 2~ Writing How-to Books Enduring Understandings

- Procedural texts have a specific structure
- Writers use the revision process to write more clearly and with elaboration
- The use of mechanics impacts a reader's ability to understand a text

### Goals

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- A. Introduce a topic.
  - B. Develop the topic with facts or other information and examples related to the topic.
  - C. Provide a conclusion.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

**Bend 1: Thinking of Topics, Rehearsing, and Writing Tons of Books**

1. Writers study mentor texts to get ideas about how to structure a how-to book
2. Writers generate ideas for how-to books by making a list of the things they know, love to do, and are proud that they can do
3. Writers generate ideas by considering their audience (friends, family, etc.) and make a list of things they could teach them
4. Writers rehearse before they write by telling a partner the procedures or steps-- making sure to use words like first, then, next, afterward, before, finally and last to convey timing and order
5. Writers use precise words and convey specific actions in order to avoid writing vague directions
6. Writers get ideas down first and then go back for tricky words
7. Once writers are done, they have just begun. Good writers immediately start on a new book

**Bend 2: Write in Such a Way that Readers Can Read the Text and Follow Directions**

8. Writers study mentor texts to understand how authors consider purpose for writing (teaching someone something new, trying something fun, warning readers, etc.)
9. Writers study mentor texts to understand how authors use different components of how-to books like: cautions or warnings -- then writers try it
10. Writers study mentor texts to understand how authors use different components of how-to books like: enticing introductions -- then writers try it
11. Writers study mentor texts to understand how authors use different components of how-to books like: persuasive techniques -- then writers try it

**Core Materials:**

Units of Study for Writing  
*Writing How-to Books*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*One to One: The Art of Conferring with Young Writers* - Calkins, Hartman, White  
*Writing Strategies Book*  
 Jennifer Serravallo  
*Daily Five*  
 Gail Boushey & Joan Moser  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*Teaching Writing in Small Groups* by Jennifer Serravallo

**Mentor Texts (Instructional Read-aloud)**

*How to be a Baby, by Me the Big Sister* by Sally Lloyd-Jones  
*How to Teach a Slug to Read* by Susan Pearson  
*101 Things to Make and Do* published by Parragon  
*How to Babysit a Grandpa* by Jean Reagan  
*How to Be a Ballerina* by Harriet Castor  
*How to Make Bubbles, How to Make a Bouncing Egg, How to Make Slime, How to Make a Liquid Rainbow*, published by Pebble Plus  
*Change It! Solids, Liquids, Gases and You* by Adrienne Mason  
*How a House Is Built* by Gail Gibbons  
*How to Lose All Your Friends* by Nancy Carlson  
*Let's Cook!* By Backpack Books  
*My First Ballet Class* by Alyssa Satin Capucilli

12. Writers study mentor texts to understand how authors use different components of how-to books like: strong conclusions-- then writers try it
13. Writers of how-to books revise by looking carefully at each step and making sure their steps are written thoroughly and precisely
14. Writers of how-to books revise word choice by using an authoritative, “in-charge” voice so that people will understand that you are showing them how to do something
15. Writers of how-to books revise for clarity by looking closely at end punctuation and making sure readers understand which sentences are most important
16. Writers of how-to books revise for clarity by using prepositional phrases
17. Writers of how-to books revise for clarity by using conjunctions
18. Writers of how-to books revise for clarity by using compound sentences

**Bend 3: With Feedback, Writers Can Revise Their How-To Texts, Make New Texts Worlds Better, and Share Them with an Audience**

19. Writers reread looking for general statements to expand with more detail
20. Writers revise word choice by acting out different instructions and thinking about more precise language to use to describe each action
21. Writers revise by eliminating extraneous details in their pictures, zooming in close on the part of the picture that teaches, and using labels and arrows in their pictures
22. Writers revise by adding tips, warnings, and other additional information to clarify steps
23. Writers edit to include different kinds of punctuation: parentheses to show pause for a moment and add a point or say one more thing
24. Writers edit to include different kinds of punctuation: colons to when listing
25. Writers use various strategies to improve spelling
26. Writers remember that every syllable has a vowel
27. Writers distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause

**Technology:**

- Flipgrid
- Google Slides

**Assessments:**

**Formative:**

- Pre-assess for information writing in order to capture what students already know how to do in informational writing
- Checklist for Information Writing
- Student/teacher conferences
- Writing samples
- Writers Notebooks
- Learning Progressions

**Summative:**

- *Writing Pathways Grades K-5 Performance Assessments and Learning Progressions*
- Information rubric
- Student writing portfolios
- Student presentations
- Writing Pathways Performance Assessments

**Alternative:**

- Skit
- How-To Flipgrid video

**Interdisciplinary Connections**

**Math: Operations and Algebraic Thinking 1.OA. Represent and solve problems involving addition and subtraction.** Activity: Students create word problems about a school-related topic (i.e., recess, books read, classroom materials). Each student will then show their work using pictures and numbers.

**Visual and Performing Arts: 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).**

Activity: Students will be given a homework assignment to write about an event that occurs at home, such as

how to unpack their backpack, how to get ready for bed or how to get ready for school. The students will then act out their events.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).** Activity: Students will work in groups to peer revise their writing. Students will record their peers acting out their writing to check for accuracy.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Students will be given assignments to pick a place in the community and work with their parents to write and/or draw the rules that should be adhered to while there. This will include the people who are responsible for making and enforcing the rules.

### Computer Science & Design Thinking

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will use Google Slides, Google Docs, or Word to create a step by step How-To Book.

## Writing Unit 3 ~ Informational Writing: Nonfiction Chapter Books

### Enduring Understandings

- Writing teaches readers about a topic
- Writers keep their audience in mind
- Nonfiction texts contain different kinds of writing
- Writers do research

### Goals

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- Write the upper and lowercase alphabets from memory.
  - Write a common grapheme (letter or letter group) for each phoneme.
  - Orally segment the phonemes in any single syllable, spoken word.
  - Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- Short vowels and single consonants.
  - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- Write sentences with increasing complexity.
  - Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - Use commas in dates and to separate single words in a series.

- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

**Bend 1: Writing Teaching Books With Independence**

1. Writers get ready to write by teaching all about a topic
2. Writers tell information across their fingers, sketch, then write
3. Writers keep readers in mind, writing to answer their questions
- 3a Mid workshop teaching: Elaborating by writing twin sentences
4. Nonfiction writers teach with pictures as well as words
- 4a. Mid workshop teaching: Emphasizing the importance of specific information with number, size, and shape
5. Being brave enough to spell domain-specific words
6. Nonfiction writers use readers to help them add and subtract
7. Taking stock: Self-assessing and setting goals
8. Editing, spelling, capitals, and punctuation

**Bend 2: Nonfiction Writers Can Write Chapter Books**

9. Writing tables of contents
10. Planning and writing chapters while resolving to get better
11. Writers write details and help readers picture the details by using comparisons
12. Different kinds of writing in teaching books: Chapters can contain how-to writing, persuasive writing, and stories
13. Introductions and conclusions
14. Fixing up writing by pretending to be a reader

**Bend 3: Writing Chapter Books with Greater Independence**

15. Writers use all they know to plan for new chapter books
16. Writers generate questions about their topic and do research, like finding images or photos, to help them say more

**Core Materials:**

Units of Study for Writing  
*Nonfiction Chapter Books*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*One to One: The Art of Conferring with Young Writers* - Calkins, Hartman, White  
*Writing Strategies Book*  
 Jennifer Serravallo  
*Daily Five*  
 Gail Boushey & Joan Moser  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*Teaching Writing in Small Groups* by Jennifer Serravallo

**Mentor Texts (Instructional Read Aloud):**

*Sharks!* by Anne Schreiber  
*Trucks and Trains* published by National Geographic  
*Goldfish, Mice, or Cats* published by Rigby PM series

**Technology:**

- Google Docs

**Assessments:**

**Formative:**

- Checklist for Information Writing
- Student/teacher conferences
- Writing samples
- Writers Notebooks
- Learning Progressions

<p>17. Editing “On the Go”: Varying end punctuation to bring out a teaching book’s meaning</p> <p>18. Using craft moves learned in small moments: Pop-out words and speech bubbles</p> <p>19. Peer and self review: Writers use statements in response to questions about their writing, and can transform those questions into statements to help fix up their writing, using conventional word order</p> <p>20. A final celebration</p>	<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></li> <li>• Information rubric</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Pathways Performance Assessments</li> </ul> <p><b>Benchmark:</b> District Information Benchmark Assessment</p> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Create a college to represent their nonfiction topic</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Science:1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</b> Activity: Students will create a chart to compare and contrast traits. Students identify the traits that are similar. Students will also be able to describe differences within a family or classification group. Students will use this information to improve details in their writing.</p> <p><b>Comprehensive Health and Physical Education: 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)</b> Activity: Using information from the safety research completed for their stories, students will create a poster to hang within the classroom, school, or in the community to share proper safety precautions to prevent injury ( i.e., proper bike riding safety, fire safety).</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.2: Create a document using a word processing application.</b> Activity: Students will gather information from a book and an internet source. They will then practice how to use that information in their writing without copying it directly from the source.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</b> Activity: Students will work in small groups to explore careers from the past and compare these occupations to the present. They will make a Venn Diagram to show the differences of the past vs. the present in that field and discuss how they can use this information in their written work to make it more interesting.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</b>Activity: Students will gather information from book and internet sources. They will then practice how to use that information in their writing without copying it directly from the source.</p>	

Unit 4  
Opinion Writing: Writing Reviews about Topics and Texts

## Enduring Understandings

- People collect things and write opinions about their collections
- Reviews and letters can persuade others

## Goals

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- H. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- A. Introduce an opinion.
- B. Support the opinion with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### **Bend 1: Best in Show: Judging Our Collections**

1. People collect things and write opinions about their collections
2. Explaining judgments in convincing ways
- 2a. Mid workshop teaching: Detailed observations are more persuasive than sweeping generalities
3. How do I write this kind of writing well?
- 3a. Mid workshop teaching: Hear and spell all the chunks in a word
4. Opinion writers expect disagreement
5. Awarding booby prizes for more practice and fun
6. Bolstering arguments
7. Editing and publishing: Making writing “Best in Show”

### **Core Materials:**

Units of Study for Writing  
*Writing Reviews about Topics and Texts*

### **Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
*One to One: The Art of Conferring with Young Writers* - Calkins, Hartman, White  
*Writing Strategies Book*  
Jennifer Serravallo  
*Daily Five*  
Gail Boushey & Joan Moser  
*Patterns of Power: Inviting Young Writers into the*

<p><b>Bend 2: Writing Persuasive Reviews</b></p> <ol style="list-style-type: none"> <li>8. Writing reviews to persuade others</li> <li>9. Talking right to readers</li> <li>10. Making comparisons in writing</li> <li>10a. Mid workshop teaching: Adding supporting details to make your writing more convincing</li> <li>11. Hook your reader: Writing catchy introductions and conclusions</li> <li>11a. Mid workshop teaching: Use revision tools</li> <li>12. Partners work together to give writing checkups</li> <li>13. Making anthologies: A celebration</li> </ol> <p><b>Bend 3: Writing Persuasive Book Reviews</b></p> <ol style="list-style-type: none"> <li>14. Using all you know to write book reviews</li> <li>14a. Mid workshop teaching: Review writers take their audience into account when writing</li> <li>15. Giving sneak peek summaries</li> <li>15a. Mid workshop teaching: Don't just add more</li> <li>16. Not too long, not too short: Using conjunctions</li> <li>17. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why</li> <li>18. Writing a review: Making sure reviews are brimful of the best work</li> <li>19. Book review talks: A Reading Rainbow style celebration</li> </ol>	<p><i>Conventions of Language</i> by Jeff Anderson  <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p><b>Mentor Texts:</b>  <i>I am Invited to the Party</i> by Mo Willems  Teacher selected materials</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> <li>• Ipad</li> </ul> <p><b>Assessments:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Pre-assess for opinion writing in order to capture what students already know how to do in opinion writing</li> <li>• Checklist for Opinion Writing</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by</li> <li>• Opinion rubric</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Pathways Performance Assessments</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• District Opinion Benchmark Assessment</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Pamphlet (Review a book, restaurant, or movie)</li> </ul>
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**Interdisciplinary Connections**

**Social Studies: 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).**Activity: Students will research our community, finding facts about the area. They will then create a document to share their findings.

**Visual and Performing Arts: 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.** Activity: Students will create a pamphlet that includes words and illustrations about their favorite movie, book, toy, or restaurant.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.** Activity: Students will express their opinion about a favorite book, movie, food, or activity. Their partner will then ask them questions to gather more information and then share their opinion on the topic. Students will then record their findings in a class data sheet representing their opinions.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Students will survey classmates asking which book they prefer. Then students will then input information into a google doc or excel to analyze for book reviews. They will have a brief discussion of why computer skills are important and which careers need them.

**Computer Science & Design Thinking**

**8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.** Activity: Students will survey classmates asking which book they prefer. Then students will then input information into a google doc or excel to analyze for book reviews.

**Writing Unit 5~  
From Scenes to Series: Writing Fiction**

**Enduring Understandings:**

- Stories include “trouble”
- Characters can be used in more than one adventure
- “Show, not tell” in writing

**Goals**

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- B. Provide dialogue and/or description and details of experiences, events, or characters.
- C. Use transitional words to manage the sequence of events.
- D. Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

**Bend 1: Fiction Writers Set Out to Write Realistic Fiction**

- 1. Serious fiction writers do some serious pretending
- 2. Writers develop a “Can-Do” independent attitude
- 3. Writers learn to get their characters out of trouble
- 3a. Mid workshop teaching: Trying more than on ending
- 4. Serious writers get serious about spelling
- 5. Taking stock: Writers use checklists to set goals

**Bend 2: Fiction Writers Set Out to Write Series**

- 6. Series writers always have a lot to write about
- 7. Introducing your character in Book One of a series: What does your reader want to know?
- 7a. Mid workshop teaching: Writers fix up their writing as they go, including capitals
- 8. Writers develop their dialogue
- 9. Saddle up to the revision party and bring your favorite writer
- 9a. Mid workshop teaching: Writers stretch themselves by adding lots of sentences when they add to their fiction books
- 10. Celebrating our first stories

**Bend 3: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers**

- 11. Series writers investigate what makes realistic fiction realistic
- 12. Writers “show, not tell” by focusing on tiny realistic details
- 13. Fiction writers include chapters: writing a beginning, middle, and end
- 13a. Mid workshop teaching: Adding chapters to stories we’ve already written
- 14. Patterns help writers elaborate
- 15. Writers use their superpowers to work with greater independence
- 16. Use conjunctions appropriately in sentences (e.g., and, but, so, and because)

**Bend 4: Getting Ready to Publish Our Second Series**

- 17. Punctuation parties
- 18. Writers use illustrations to tell important details
- 19. “Meet the Author” page
- 20. Getting ready for the final celebration
- 21. A celebration of series writers

**Core Materials:**

Units of Study for Writing  
*From Scenes to Series*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
*One to One: The Art of Conferring with Young Writers* - Calkins, Hartman, White  
*Writing Strategies Book*  
Jennifer Serravallo  
*Daily Five*  
Gail Boushey & Joan Moser  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*Teaching Writing in Small Groups* by Jennifer Serravallo

**Mentor Texts (Instructional Read Aloud):**

Teacher selected materials

**Technology:**

- Document camera

**Assessments:**

**Formative:**

- Pre-assess for narrative writing in order to capture what students already know how to do in narrative writing
- Checklist for Narrative Writing
- Student/teacher conferences
- Writing samples
- Writers Notebooks
- Learning Progressions

**Summative:**

- *Writing Pathways Grades K-5 Performance Assessments and Learning Progressions*
- Narrative rubric
- Student writing portfolios
- Student presentations
- Writing Pathways Performance Assessments

**Alternative:**

- Presentations

### Interdisciplinary Connections

**Social Studies: 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will read texts about folk heroes as mentor texts for their characters. Students will work in pairs and discuss what they read.

**Visual and Performing Arts: 1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks. Students will create a work of art from any modality that represents a hero from their text.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice:** Work productively in teams while using cultural/global competence. **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource. **9.4.2.TL.5:** Describe the difference between real and virtual experiences. Activity: Students will participate in the peer revision process. Students will search for fiction books and watch them to see how fiction stories flow.

**9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will survey classmates asking which story they prefer after a gallery walk. They will have a brief discussion of why writing skills are important.

### Computer Science & Design Thinking

**8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats. Activity: Students will then input their character sketch into a google doc or excel.

## Writing Unit 6 ~ Poetry: The Craftsmanship of Writing Poetry

### Enduring Understandings

- Events in our lives and the people that matter to us most are good place to start for poetry topics
- Poets experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling
- Poets use precise words to create imagery

### Goals

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- Write the upper and lowercase alphabets from memory.
  - Write a common grapheme (letter or letter group) for each phoneme.
  - Orally segment the phonemes in any single syllable, spoken word.
  - Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- Short vowels and single consonants.
  - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - Initial and final consonant blends (must, slab, plump).

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

In this unit of study, students will write a series of poems focusing on imagery rather than rhyming.

**Bend 1: Immersion in Songwriting and Poetry: Setting the Stage**

1. The rhythm, sounds, and ideas of poetry
2. How poems look
3. Poems capture rich and beautiful details
4. What are the author's reasons for his/her craft moves

**Bend 2: Studying the Rhythm and Voice of Songs to Help Us Write Our Own**

5. Using familiar tunes to jump start writing
6. Looking back at writing to look for the songs that are already there or the words that can be turned into songs
7. Craft songs that teach and writing with purpose
8. Be inspired by objects and use your senses when writing

**Bend 3: Songwriters and Poets Write from the Heart**

9. Poets write from the heart: Reaching for meaningful topics by asking, "What really matters to me?"
10. Strategies for showing strong feelings in poems and songs
11. Sharing work with partners and using feedback for revisions

**Bend 4: Songwriters and Poets Revise and Write New Songs and Poems**

12. Strategies for being good poetry partners- listening, reading, complementing, and questioning
13. Writers revise through elaboration- adding verses, making comparisons, and thinking about word choice and the shades of meaning of words
14. Get ready for publishing by thinking about words, letters, and punctuation

**Core Materials:**

Units of Study for Writing

**Supporting Materials:**

Leveled Bookroom  
Classroom Libraries

**Mentor Texts (Instructional Read Aloud):**

Poetry written by Eloise Greenfield, Bobbi Katz, Valerie Worth, Shel Silverstein, Jack Prelutsky  
*"Inside My Heart"* by Zoe Ryder White  
*Time of Wonder* by Robert McCloskey  
*Blast Off! Poems About Space* selected by Lee Bennett Hopkins  
*Creatures of Earth, Sea, and Sky* by Georgia Heard  
*Good Luck Gold and Other Poems* by Janet S. Wong  
*Little Dog Poems* by Kristine O'Connell George  
*Songs of Myself: An Anthology of Poems and Art* compiled by Georgia Heard

**Resources:**

*Kids' Poems Teaching First Graders to Love Writing Poetry* by Regie Routman  
*Units of Study for Teaching Writing in Opinion, Information and Narrative* by Lucy Calkins and colleagues at The Reading and Writing Project  
*If...Then Curriculum* p. 16  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  
Handwriting Without Tears

**Technology:**

- Chromebook
- Wordle <http://www.wordle.net/>

**Assessments:**

**Formative:**

- Student/teacher conferences
- Writing samples
- Writers Notebooks
- Learning Progressions

**Summative:**

	<ul style="list-style-type: none"> <li>• <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</li> <li>• Rubric</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Pathways Performance Assessments</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Word Collage</li> </ul>
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**Interdisciplinary Connections**

**Mathematics: 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols.** Activity: Students will survey classmates asking which genre of writing they prefer. Students will use this information to compare the number of students that prefer fiction to nonfiction or other genres.

**Visual and Performing Arts:1.2.2.Cr1e: Choose ideas to create plans for media art production.** Activity: Students draw a picture to accompany one of their poems. The students will then have a museum (picture) walk to see the work of their peers.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).** Activity: Students will create a poem using [Wordle](#) and will add images.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Students will work in small groups to discuss the careers available in the field of poetry writing and if they would be of interest to them.

**Computer Science & Design Thinking**

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will create a poem using [Wordle](#) and add images.