Grade 1 - Unit 1 - Engaging Young Readers and Writers

Unit Focus

In *Engaging Young Readers and Writers*, students build the habits, confidence, and foundational skills needed to become active and independent readers and writers. Through engaging stories, discussions, and shared literacy experiences, students learn how thoughtful readers ask questions, retell important events, and use key details to understand texts more deeply. As students strengthen early decoding, vocabulary, and comprehension skills, they also begin developing their own writing identities by generating ideas from personal experiences and learning how sentences and stories communicate meaning. This unit establishes a strong foundation for purposeful reading, clear communication, and joyful engagement with books and writing.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonological awareness, phonics, vocabulary, fluency, comprehension, and writing development to support the growth of skilled, confident readers and writers. Students engage in structured literacy instruction through Heggerty, which provides daily practice in blending, segmenting, and manipulating sounds in spoken words; Fundations, which provides explicit instruction in phonics, handwriting, high-frequency words, and encoding; Bookworms, which supports vocabulary, comprehension, oral language, and knowledge building through shared reading and interactive read-aloud experiences; and Geodes, which provides connected-text practice that allows students to apply taught phonics skills while building fluency and confidence.

Students engage with high-quality texts that build knowledge, vocabulary, comprehension, and oral language while supporting close reading of grade-level standards, including *Don't Let the Pigeon Drive the Bus* and *Pigeon Wants a Hot Dog* by Mo Willems, *No David* by David Shannon, *What If Everyone Did That?* by Ellen Javernick, *Be You* by Peter Reynolds, *The Memory Jar* by Vera Boscal, *Ralph Tells a Story* by Abby Hanlon, *How to Read a Story* By Kate Messner, and *Biscuit Goes to School* by Alyssa Satin Capuculli.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 1

- Ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL. 1.1)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELALITERATURE.W.1.8)
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELALITERACY.RF.1.1.A)
- Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS.ELA-LITERACY.RF.1.2.A)
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS.ELA-LITERACY.RF. 1.2.B)

Transfer

Students will be able to independently use their learning to...
T1 Listen, exchange, evaluate, and build upon ideas.
T2 Accurately and fluently decode words in order to comprehend and make meaning of a wide range of texts.

Meaning

Understanding(s)

Students will understand that...
U1 Listening for, segmenting, and blending sounds strengthens decoding and spelling.
U2 Decoding strategies support accurate and fluent reading, which supports comprehension.
U3 Monitoring comprehension and adjusting when something doesn't make sense is essential to understanding text.
U4 Applying knowledge of new vocabulary deepens understanding of text.
U5 Writers make deliberate choices to communicate meaning clearly, using conventions, process, and evidence as they develop as authors.

Essential Question(s)

Students will keep considering...
Q1 How do I use what I know about sounds, letters, and patterns to read this text?
Q2 What clues in the text and my background knowledge help me understand what I read?
Q3 What tools can I use when I get stuck on a word or don't understand something I read?
Q4 How can the words I know help me understand what I read?
Q5 How do I develop and refine my ideas to communicate them clearly?

Stage 1: Desired Results - Key Understandings

- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS.ELALITERACY.RF.1.2.C)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS.ELALITERACY.RF.1.2.D)
- Decode regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.1.3.B)
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS.ELA-LITERACY.RF.1.3.D)
- Recognize and read grade-appropriate irregularly spelled words. (CCSS.ELALITERACY.RF.1.3.G)
- Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF. 1.4.A)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELALITERACY.RF.1.4.B)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELALITERACY.RF.1.4.C)
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS.ELALITERACY.SL.1.1.A)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS.ELALITERACY.SL.1.1.B)
- Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS.ELA-LITERACY.SL.1.1.C)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELALITERACY.L.1.4.A)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 The routines and roles during reading time that help reading run smoothly and support both individual and group learning.

K2 Readers select books they can decode and understand, and ask and answer questions about key details in the text.

K3 Phonics patterns are used to decode and accurately read words.

K4 Reading with purpose, accuracy, and expression supports understanding of a text's meaning.

K5 Phonics patterns can be applied to recognize and read unfamiliar words.

K6 Phonics patterns support both reading and writing.

K7 Every syllable contains a vowel sound, and the number of syllables in a word can be identified.

K8 Some words are irregularly spelled and must be recognized by sight.

K9 Surrounding words and context can be used to check and self-correct reading errors.

K10 Effective discussions require careful listening, turn-taking, responding to others' ideas, and asking questions to clarify understanding.

K11 Fundations and Heggerty:

- Pencil grip and writing posture
- Letter formation for lowercase a-z
- Alphabetical order
- Consonants vs. short vowels
- Phoneme manipulation
- Blending and reading three-sound short vowel words
- Capitalization and punctuation

Skill(s)

Students will be skilled at...

S1 Participating in reading time by following routines and using materials responsibly.

S2 Choosing a book for a specific purpose and asking and answering questions about its key details.

S3 Asking and answering questions about key details in a text they read or listen to.

S4 Retelling a story using key details in sequence.

S5 Practicing and using vocabulary words acquired from reading, discussion, and texts in speaking and writing.

S6 Using words and phrases learned from reading, listening, and discussions in their speaking and writing.

S7 Writing or drawing to recall information from experiences or provided sources.

S8 Writing sentences with correct capitalization, spacing, and punctuation.

S9 Reading and writing sight words.

S10 Reading grade-level texts with purpose, accuracy, and expression.

S11 Using surrounding words or context to check and self-correct their reading.

S12 Blending and segmenting sounds in words, including long and short vowels and consonant blends.

S13 Identifying the number of syllables in a word.

S14 Recognizing and reading irregularly spelled words by sight.

S15 Participating in discussions by listening carefully, taking turns speaking, and responding to peers' ideas.