



Grade 1 - Unit 5 - Reading and Writing With Voice!

Unit Focus

In *Reading and Writing With Voice!*, students explore how language can entertain, persuade, and express ideas in creative and powerful ways. Through poetry, reader's theater, humor, and opinion writing, students discover how authors use rhythm, sensory language, figurative language, and voice to engage readers and listeners. Students experiment with descriptive language, sound words, and expressive vocabulary as they create original poems and persuasive pieces that communicate their thoughts and feelings clearly. This unit encourages students to develop confidence as readers, writers, and performers while celebrating creativity, self-expression, and the joy of language.

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; Foundations, 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 *Worm Weather* by Jean Taft and Matt Hunt, *Noisy Poems for a Busy Day* by Robert Heidbreder and Lori Joy Smith, *Splish Splash* by Joan Bransfield Graham and Steven M. Scott, *Flicker Flash* by Joan Bransfield Graham and Nancy Davis, *Fun Dog, Sun Dog* by Deborah Heiligman and Tim Bowers, *Let's Go For a Drive, Today I Will Fly, This Is Not A Good Idea* by Mo Willems, *Very Short Fables to Read Together* by Mary Ann Hoberman and Michael Emberley, *Shark vs. Train* by Chris Barton, *Hey Bruce Stories* by Ryan T. Higgins, *Benny and Penny Stories* by Geoffrey Hayes, *The Day the Crayons Quit* by Drew Daywalk, and *Young Cam Jansen and the Library Mystery* by David A. Adler.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 1 <ul style="list-style-type: none">Ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL.1.1)Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS.ELA-LITERATURE.RL.1.4)Identify who is telling the story at various points in a text. (CCSS.ELA-LITERATURE.RL.1.6)With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS.ELA-LITERATURE.RL.1.10)Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (CCSS.ELALITERATURE.W.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)	<i>Students will be able to independently use their learning to...</i> T1 Listen, exchange, evaluate, and build upon ideas. T2 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Writers share their opinions and give reasons to try to convince others. U2 Poets use describing words and sounds to help readers picture and feel ideas. U3 Decoding strategies support accurate and fluent reading, which supports comprehension.	<i>Students will keep considering...</i> Q1 How do writers use their opinions and reasons to convince others? Q2 How do I use words and sounds to help readers imagine and feel a poem?

Stage 1: Desired Results - Key Understandings

- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS.ELALITERATURE.SL.1.5)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS.ELA-LITERACY.L.1.6)
- 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)
- Decode regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.1.3.B)
- Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS.ELA-LITERACY.RF.1.3.C)
- 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)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS.ELA-LITERACY.RF.1.3.E)
- Read words with inflectional endings. (CCSS.ELA-LITERACY.RF.1.3.F)
- 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)
- Print all upper- and lowercase letters. (CCSS.ELA-LITERACY.L.1.1.A)
- Use common, proper, and possessive nouns. (CCSS.ELA-LITERACY.L.1.1.B)
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS.ELA-LITERACY.L.1.1.C)

U4 Monitoring comprehension and adjusting when something doesn't make sense is essential to understanding text.

U5 Applying knowledge of new vocabulary deepens understanding of text.

Q3 How do I use what I know about sounds, letters, and patterns to read this text?

Q4 What clues in the text and my background knowledge help me understand what I read?

Q5 How can the words I know help me understand what I read?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Readers study the actions and words of characters to better understand them.

K2 Readers match characters' feelings to their voice when reading.

K3 Repeated reading helps in building fluency and prosody.

K4 Poetry is distinct from stories because it uses special patterns, sounds, and short lines to share feelings.

K5 Onomatopoeia are sound words that can add excitement and sensory detail to writing.

K6 Sensory details, adjectives, verbs, simile, and rhyme are all used when writing poetry.

K7 A fact is true for everyone, while an opinion is what someone thinks or feels.

K8 Identifying words like, love, and best often signals an opinion is being shared.

K9 Using reasons is the key to convincing someone to change their mind or take action.

K10 A strong piece includes a hook (opening), an opinion statement, at least one strong reason, and a strong ending.

K11 Different ways to grab a reader's attention include asking a question, making an exciting statement, starting with a strong opinion, or using a sound word.

Skill(s)

Students will be skilled at...

S1 Putting themselves in the character's shoes.

S2 Using voice expressively and clearly.

S3 Rereading to build fluency.

S4 Analyzing the way writers play with language.

S5 Using sensory details, strong adjectives, and vivid verbs.

S6 Practicing and performing original poetry.

S7 Distinguishing between a factual statement and an opinion statement.

S8 Writing an opening sentence that makes a reader want to keep reading.

S9 Writing an opinion statement and support it with a clear reason.

S10 Crafting a message intended to influence a friend or peer.

S11 Using a writing checklist to independently edit and revise their work for clarity and mechanics.

S12 Editing writing for capitalization, punctuation, and grade level spelling.

Stage 1: Desired Results - Key Understandings

- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS.ELALITERACY.L.1.1.E)
- Use frequently occurring adjectives. (CCSS.ELA-LITERACY.L.1.1.F)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS.ELALITERACY.L.1.1.J)
- Capitalize dates and names of people. (CCSS.ELA-LITERACY.L.1.2.A)
- Use end punctuation for sentences. (CCSS.ELA-LITERACY.L.1.2.B)
- Use commas in dates and to separate single words in a series. (CCSS.ELALITERACY.L.1.2.C)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS.ELA-LITERACY.L.1.2.D)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS.ELALITERACY.L.1.2.E)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.1.4.A)
- Use frequently occurring affixes as a clue to the meaning of a word. (CCSS.ELALITERACY.L.1.4.B)
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (CCSS.ELALITERACY.L.1.4.C)
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS.ELALITERACY.L.1.5.A)
- Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS.ELA-LITERACY.L. 1.5.C)
- 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. (CCSS.ELA-LITERACY.L. 1.5.D)

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)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K12 Sentences should be complete and have capitalization and punctuation.

K13 Foundations:

- Concept of syllables in multisyllabic words
- Syllable division
- Multisyllabic words with closed syllables
- Multisyllabic words with a vowel-consonant-e syllable and a closed syllable
- Compound words
- ic at the end of words