

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade 1 Reading

2025

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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Bookworms Shared Reading (K-5)

- Differentiated Instruction (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?

- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Strategies for building deep knowledge through extended engagement with full-length texts.
- The components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).
- The importance of equitable access to challenging texts for all learners.
- The role of repeated oral reading in developing reading fluency and automaticity.
- Strategies for acquiring and using new vocabulary encountered within various contexts.
- Different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- The characteristics and purposes of various writing genres (narrative, informational, opinion).
- How to connect reading experiences to their own writing.
- That reading can be a source of joy, knowledge, and personal growth.

Students will be able to:

- Engage deeply with full-length grade-level trade books to build knowledge.
- Apply systematic foundational reading skills in shared reading and independent practice.
- Navigate and comprehend challenging, grade-level texts with support.
- Improve reading fluency through repeated oral reading and practice.
- Utilize context clues and other strategies to determine the meaning of unfamiliar words.
- Apply various comprehension strategies to understand and analyze complex texts.
- Participate in rich discussions about texts, demonstrating understanding and critical thinking.
- Produce coherent and well-structured writing in narrative, informational, and opinion genres.
- Connect ideas from texts to their own writing.
- Demonstrate a growing love for reading and an eagerness to explore diverse texts.
- Critically analyze and engage with diverse texts.

Grade 1 READING YEAR AT A GLANCE

<u>Time of Year</u>	<u>Fluency, Vocabulary, Comprehension and Writing</u>	<u>Phonics and Phonemic Awareness</u>	
September- mid November	Bookworms Shared Reading Module 1 Playing Games, Animal Characters, and New Experiences How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Unit 1, 2, 11 (vce syllable type), and 3	Heggerty Weeks 1-12
mid November– early February	Bookworms Shared Reading Module 2 Imaginary Friends How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Unit 4, 5, 6, 7	Heggerty Weeks 13-24
February-April	Bookworms Shared Reading Module 3 Telling Stories and Learning Our History How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Unit 8, 9, 10, 11, 12	Heggerty Weeks 25-35
May - June	Bookworms Shared Reading Module 4 Solving Mysteries How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Unit 12, 13	Heggerty Weeks 30-35

Module 1:
Playing Games, Animal Characters, and New Experiences

Connecticut Framework: The Common Core State Standards

L.1.1.a Print all upper- and lowercase letters.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*)

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

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

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

SUBJECT Grade 1 Reading	
MODULE 1: Playing Games, Animal Characters, and New Experiences	
Unwrapped Performance Standards	
Concepts Need to know about:	
Genre/Author's Craft • Fiction • Story Elements: main characters, settings, and events • Use of Animal characters • Use of Humor	
Theme • Coping with new experiences • Illustrations & details convey meaning	
Readers' Strategies • Background knowledge for understanding • Context to understand new words • Prediction • Retell	
Skills Need to be able to:	• Identify key details by picking out important information from a text • Describe Story Elements by articulating descriptions of characters, settings, and events • Use background knowledge about various topics (e.g., sports teams, friendly competition, animal characters, new situations) to demonstrate understanding • Transcribe sounds into written letters (especially beginning sounds and short vowel patterns) • Increase the ability to quickly and accurately identify words • Read texts smoothly, accurately, and with appropriate expression • Echo Reading: Repeating what the teacher or another reader has just read • Choral Reading: Reading aloud in unison with a group • Partner Reading: Reading aloud with a peer

- Understand the meaning of what is read
- Participate in conversations about texts to demonstrate and solidify understanding
- Write about what has been learned from texts
- Construct grammatically correct sentences. (sentence level context)
- Work with others to write a report based on learned information

SUBJECT

Grade 1 Reading

MODULE 1:

Playing Games, Animal Characters, and New Experiences

Big Ideas

Student's statements of enduring ideas

1. Stories teach us about ourselves and the world around us, even when they are about animals or games.
2. Learning about how words work helps me read and write new words, and tell my own stories.
3. Reading more helps me become a better reader, understand the books I read, and share my ideas.

Essential Questions

Teacher's guiding questions

1. How do stories, even when they are pretend, help us understand ourselves and others, and how does author's craft contribute to this impact?
2. What do good readers and writers do to make sense of words and share their ideas?
3. How do the different parts of a book work together to tell a complete story?

SUBJECT

Grade 1 Reading

MODULE 1:

Playing Games, Animal Characters, and New Experiences

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Identify and describe the structure of fiction.
2. Recognize and articulate that multiple texts can express the same theme.
3. Utilize illustrations and key details to identify and describe story elements.
4. Build background knowledge about sports teams and friendly competition rules.
5. Explain how authors sometimes use animal characters to create humor in their stories.
6. Describe how characters cope with new situations in a story.
7. Represent beginning sounds in writing.
8. Spell words that contain short vowel patterns.
9. Use letter sounds to spell words during dictated sentence instruction.
10. Demonstrate increasing fluency through repeated readings of beginner texts.
11. Participate in echo and choral reading of text sections.
12. Participate in choral reading of text sections.
13. Engage in partner reading of text sections.
14. Demonstrate comprehension through whole-class and partner discussions about texts.
15. Complete daily written response tasks about what they have learned from texts.
16. Practice transcription skills when writing.
17. Construct complete sentences in their written responses.
18. Write a collaborative research report based on information learned from ELA texts.

19. Apply transcription skills learned during Word Study instruction to their writing.

20. Demonstrate understanding of texts by making meaning from them during Text Engagement instruction.

Apply the Vision of the Graduate by:

- a. Collaborative Story Exploration & Communication- participating in echo, choral, and partner reading, engaging in whole-class and partner discussions, and writing collaborative research reports. These activities provide a structured environment for students to work together, share ideas, and articulate their understanding.
- b. Cultivating Growth Mindset & Self-Efficacy in Literacy Development- fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements. As they see themselves mastering new skills, their self-efficacy grows.
- c. Emotional Intelligence and Integrity- students develop emotional intelligence by recognizing how characters feel and act in different situations, and they show integrity by expressing their own ideas and opinions respectfully in discussions and writing. Through reading, partner work, and writing tasks, students learn to listen to others, take different perspectives, and stay true to their thoughts with honesty and kindness.

SUBJECT

Grade 1 Reading

MODULE 1:

Playing Games, Animal Characters, and New Experiences

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***General:**

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Foundations “make it fun,” word family trees, matching games, vowel hopscotch, "Showdown" for word families).

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters

- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 1 Reading	
MODULE 1: Playing Games, Animal Characters, and New Experiences	
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>	
<u>Formative</u> • Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. • Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) • Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. • DIBELS progress monitoring	<u>Summative</u> • Unit Tests for <i>Foundations</i> Units 1, 2, 3 • Bookworms Module 1 Culminating Task: Fall Research Report

SUBJECT Grade 1 Reading	
MODULE 1: Playing Games, Animal Characters, and New Experiences	
Pacing & Resources	
<i>45 Days</i> <u>Time Allotment:</u> September- mid November All three units in module 1 will build literacy knowledge by introducing the structure of fiction, demonstrating that multiple texts can express the same theme, and using illustrations and key details to identify and describe story elements.	
Unit 1 Playing Games	
Hooray for Snail Lessons 1-5	Hooray for Snail! is a text about a Snail doing funny things during a baseball game. This text is a story with a narrative text structure.
Soccer Game! Lessons 6-10	Soccer Game! is a text about friends playing soccer together. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Unit 2 Animal Characters	
“What Is That?” Said the Cat Lessons 11-15	“What Is That?” Said the Cat is a text about many animals trying to open a box with a big surprise inside. This text is a story with a narrative text structure. It is presented as poetry with rhyming couplets in an AB scheme. Students will collaborate in creating a story map to summarize the text.
Biscuit Lessons 16-20	Biscuit is a text about a dog that will not go to sleep. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Biscuit Finds a Friend Lessons 21-25	Biscuit Finds a Friend is a text about Biscuit meeting a new animal to play with. This lesson set marks the end of the review segment of the curriculum. We also transition from shared writing to dictated sentences. It will be helpful to review the new procedures in the K–1 Manual before teaching the lessons.
Biscuit Goes to School Lessons 26-30	Biscuit Goes to School is a text about Biscuit sitting in class. This text is a story with a narrative text structure. Students will collaborate to use narrative text structure language to summarize the story.
The Fat Cat Sat on the Mat Lessons 31-35	The Fat Cat Sat on the Mat is a text about a large yellow cat that does not want to give anyone else the mat. This text is a story with a narrative text structure. It is present as poetry with AB rhyming couplets. Students will collaborate to use narrative text structure language to summarize the story.
Unit 3 New Experiences	

Ty's Travels: All Aboard! Lessons 36-40	Ty's Travels: All Aboard! is a text about Ty's use of his imagination to have fun while his family members are busy. This text is a story with a narrative text structure. Students will collaborate to use narrative text structure language to summarize the story.
Ty's Travels: Zip, Zoom! Lessons 41-45	Ty's Travels: Zip, Zoom! is a text about Ty going to a park to learn to ride his new scooter. This text is a story with a narrative text structure. Students will collaborate to use narrative text structure language to summarize the story.

Phonological/Phonemic Awareness: Heggerty Time Allotment Weeks 1-12 (September-mid November)	
Begin explicit instruction with Week 1 and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 1-12 <i>*Refer to Program Timeline and Instructional <u>Guide</u> for revised skills to teach</i>	● Initial Phoneme Isolation: Consonants/Vowels & Digraphs/Blends ● Blend: Syllables and 2-3 Phonemes ● Phoneme Isolation: Final & Medial Phoneme/Vowel ● Segment: Syllables & Words into 2-3 Phonemes ● Add: Syllables & Initial Phoneme ● Delete: Syllables & Initial Phoneme ● Substitute: Syllables & Initial Phoneme

Word Study: <i>Foundations</i> Time Allotment: September-mid November		
Unit	Topic	Time Allocation
1	• ABC order entire alphabet • 10 sounds recognition for consonants and short vowels • High-frequency (trick/snap) words: <i>goes, this, it, at, am, went, with</i> • <i>Phoneme-grapheme mapping</i> • <i>Consider the <u>heart word method</u> for words with an irregularity</i>	• 2 weeks
2	• Phonemic awareness skills • Sentence dictation procedures • Story retelling • High-frequency (trick/snap) words: <i>the, a, and, is, his, of</i> • <i>Phoneme-grapheme mapping</i> • <i>Consider the <u>heart word method</u> for words with an irregularity</i>	• 2 weeks
11	• Introduce vowel-consonant-e • <u>Foundations Unit 11</u>	• 2 weeks (Unit 11 Weeks 1 & 2 only)
3	• Consonant digraphs: <i>sh, ch, th, wh, ck</i> • Narrative story form • Reading with accuracy and prosody • Retelling with visualization • High-frequency (trick/snap) words: <i>as, has, to, into, we, he, she, be, me, for, or</i>	• 2 weeks

MODULE 2:
Imaginary Friends

Connecticut Framework: The Common Core State Standards

L.1.1.a Print all upper- and lowercase letters.

L.1.1.b Use common, proper, and possessive nouns.

L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.f Use frequently occurring adjectives.

L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.h Use determiners (e.g., articles, demonstratives).

L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a Capitalize dates and names of people.

L.1.2.b Use end punctuation for sentences.

L.1.2.c Use commas in dates and to separate single words in a series.

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4.a Read on-level text with purpose and understanding.

RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

SL.1.1.a 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).

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

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

SUBJECT Grade 1 Reading
MODULE 2: Imaginary Friends
Unwrapped Performance Standards
Concepts Need to know about: Genre/Author's Craft • Fiction (Fantasy) • Story Elements: main characters, settings, and events • Use of Animal characters • Use of Humor Theme • Laughing through the unexpected • Humor in unusual places Readers' Strategies • Background knowledge for understanding • Prediction • Context to understand new words • Retell • Character analysis • Understand the meaning of what is being read
Skills Need to be able to: • Compare and contrast character traits • Compare other real characters to imaginary characters • Discuss how character responses • Identify favorite event within text • Explain reasons for selecting favorite event • Notice and discuss how characters interact in their unusual environment • Transcribe sounds into written letters (especially beginning sounds and short vowel patterns) • Increase the ability to quickly and accurately identify words

- Read texts smoothly, accurately, and with appropriate expression
- Echo Reading: Repeating what the teacher or another reader has just read
- Choral Reading: Reading aloud in unison with a group
- Partner Reading: Reading aloud with a peer
- Understand the meaning of what is read
- Participate in conversations about texts to demonstrate and solidify understanding
- Write an opinion piece about their favorite Syd Hoff book
- Construct grammatically correct sentences. (sentence level context)

SUBJECT

Grade 1 Reading

MODULE 2:

Imaginary Friends

Big Ideas

Student's statements of enduring ideas

1. Stories with imaginary characters helps me find humor and enjoyment in reading,
2. Comparing real characters with imaginary ones helps me distinguish reality from fantasy.
3. Focusing on story elements helps me notice how characters interact with their unusual environment.

Essential Questions

Teacher's guiding questions

1. How do authors use imaginary characters and unusual settings to create interest and humor?
2. What character traits are most humorous to me, and why?
3. How are the imaginary characters different? How are they the same?

SUBJECT
Grade 1 Reading

MODULE 2:
Imaginary Friends

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. Identify imaginary characters in a story.
2. Describe traits of imaginary characters.
3. Compare real and imaginary characters.
4. Explain how a character's actions make a story funny or interesting. Read stories with more words and pages.
5. Use their voice to read smoothly and clearly.
6. Understand and use new vocabulary words. Talk about what characters do and how they feel.
7. Retell stories in order.
8. Compare how characters are the same or different.
9. Give reasons for their opinions about a story.
10. Write about characters and events in a story. Participate in echo reading of text sections.
11. Participate in choral reading of text sections.
12. Engage in partner reading of text sections.
13. Demonstrate comprehension through whole-class and partner discussions about texts.
14. Complete daily written response tasks about what they have learned from texts.
15. Practice transcription skills when writing.
16. Construct complete sentences in their written responses.
17. Write a collaborative research report based on information learned from ELA texts.
18. Apply transcription skills learned during Word Study instruction to their writing.

19. Demonstrate understanding of texts by making meaning from them during Text Engagement instruction.
20. Say and write the alphabet in ABC order.
21. Read and spell words with short vowel sounds.
22. Read and spell words with long vowel **silent e** (vowel-consonant-e) patterns.
23. Read and spell words with consonant digraphs (like **ch, sh, th, wh, ph**).
24. Write an opinion about a book and explain why it's a favorite to demonstrate the knowledge and literacy skills acquired throughout Module 2.
25. Apply the Vision of the Graduate by:
 - a. Collaborative Story Exploration & Communication- participating in echo, choral, and partner reading, engaging in whole-class and partner discussions, and writing collaborative research reports. These activities provide a structured environment for students to work together, share ideas, and articulate their understanding.
 - b. Cultivating Growth Mindset & Self-Efficacy in Literacy Development- fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements. As they see themselves mastering new skills, their self-efficacy grows.
 - c. Emotional Intelligence and Integrity- students develop emotional intelligence by recognizing how characters feel and act in different situations, and they show integrity by expressing their own ideas and opinions respectfully in discussions and writing. Through reading, partner work, and writing tasks, students learn to listen to others, take different perspectives, and stay true to their thoughts with honesty and kindness.

SUBJECT
Grade 1 Reading

MODULE 2:
Imaginary Friends

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Foundations “make it fun,” word family trees, matching games, vowel hopscotch, "Showdown" for word families).

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 1 Reading	
MODULE 2: Imaginary Friends	
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>	
<u>Formative</u> • Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. • Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) • Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. • DIBELS progress monitoring	<u>Summative</u> • Unit Tests for <i>Foundations</i> Units 4, 5, 6, 7 • Bookworms Module 2 Culminating Task: Opinion Writing-The Best of Syd Hoff

SUBJECT Grade 1 Reading	
MODULE 2: Imaginary Friends	
Pacing & Resources 45 Days <u>Time Allotment:</u> mid November-February In this unit, students will explore how imaginary characters make fantasy stories fun and interesting. They will talk about character traits, compare characters, and discuss how their actions add humor and excitement to the story.	
Unit 1 Imaginary Friends	
Danny and the Dinosaur Go to Camp Lessons 1-5	Danny and the Dinosaur Go to Camp is a text about a dinosaur doing camp activities. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Danny and the Dinosaur Lessons 6-15	Danny and the Dinosaur is a text about Danny forming a friendship with the museum dinosaur. The two of them will go on many adventures. Please note the change in routine continues with this book. All reading will follow this format: Choral reading and then partner reading.
The Horse in Harry's Room Lessons 16-20	The Horse in Harry's Room is a text about a young boy that plays with his imaginary horse. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Oliver Lessons 21-30	Oliver is a text about an elephant who dreams of being in the circus. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Danny and the Dinosaur and the Sand Castle Contest Lessons 31-35	Danny and the Dinosaur and the Sand Castle Contest is a text about a dinosaur exploring the beach for the first time and making new friends. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Danny and the Dinosaur Ride a Bike Lessons 36-40	Danny and the Dinosaur Ride a Bike is a text about Danny feeling inspired to learn to ride a bike. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.
Morris the Moose Lessons 41-45	Morris the Moose is a text about a silly moose that thinks all of his animal friends are also moose. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text.

Phonological/Phonemic Awareness: <i>Heggerty</i> Time Allotment: Weeks 13-24 (December-Mid February)	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 13-24 <i>*Refer to Program Timeline and Instructional Guide for revised skills to teach</i>	• Blend: 4+ Phonemes • Phoneme Isolation: Medial Phoneme/Vowel & Phoneme Isolation • Segment: Words into 4+ Phonemes • Add: Initial Phoneme of a Blend • Delete: Initial Phoneme of a Blend • Substitute: Initial Phoneme & Initial of a Blend • Add: Final Phoneme & (Within word) 2nd Phoneme of Blend • Delete: Final Phoneme & (Within word) 2nd Phoneme of Blend • Substitute: Final Phoneme, (With word) Vowels, 2nd Phoneme of Blend

Word Study: <i>Foundations</i> Time Allotment: December-Mid March		
Unit	Topic	Time Allocation
4	• Bonus letters spelling rule: <i>ff, ll, ss, zz</i> • Glued sound: <i>-all</i> • Reading with accuracy and prosody • Exclamation point and quotation marks • High-frequency (trick/snap) words: <i>you, your, I, they, was, one, said</i>	• 2 weeks
5	• Glued sounds: <i>am, an</i> • Reading with accuracy and prosody • High-frequency (trick/snap) words: <i>from, have, do, does</i>	• 2 weeks

6	• Suffix: -s, pluralization • Narrative vs. informational • Reading with accuracy and prosody • High-frequency words: <i>were, are, who, what, when, where, there, here</i>	• 3 weeks
7	• Glued sounds: <i>ang, ing, ong, ung, ank, ink, onk, unk</i> • Blending <i>nk</i> & <i>ng</i> • Narrative vs. informational • Reading with accuracy and prosody • High-frequency (sight) words: <i>why, by, my, try, put, two, too, very, also, some, come</i>	• 3 weeks

MODULE 3:
Telling Stories and Learning Our History

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.b Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4.a Read on-level text with purpose and understanding.

RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

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

L.1.1.a Print all upper- and lowercase letters.

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SUBJECT Grade 1 Reading
MODULE 3: Telling Stories and Learning Our History
Unwrapped Performance Standards
Concepts Need to know about: Genre/Author's Craft • Fiction (Fantasy) • Nonfiction (Biography) • Story Elements: main characters, settings, and events Theme • Imagination and creativity through fantasy stories and storytelling • Kindness and friendship shown through character interactions in stories • Understanding how real people and events shape our world Readers' Strategies • Background knowledge for understanding • Prediction • Retell • Character analysis • Understand the meaning of what is being read
Skills Need to be able to: • Make predictions • Retell stories orally and in writing • Compare and contrast text structures in stories • Explain the difference between fiction and nonfiction • Take the perspective of characters and provide reasons to support opinions • Connect historical events with timelines to text • Use domain-specific vocabulary to show their understanding of the text • Describe how famous Americans worked for justice • Transcribe sounds into written letters (especially beginning sounds and short vowel patterns)

- Increase the ability to quickly and accurately identify words
- Read texts smoothly, accurately, and with appropriate expression
- Echo Reading: Repeating what the teacher or another reader has just read
- Choral Reading: Reading aloud in unison with a group
- Partner Reading: Reading aloud with a peer
- Participate in conversations about texts to demonstrate and solidify understanding
- Write about what has been learned from texts
- Construct grammatically correct sentences (sentence level context)
- Write a narrative piece about how they've grown as readers and writers

SUBJECT

Grade 1 Reading

MODULE 3:

Telling Stories and Learning Our History

Big Ideas

Student's statements of enduring ideas

1. Authors and illustrators use their imagination to write fantasies.
2. Rereading helps me notice that different stories have similar text structures.
3. Knowing different text structures can help me differentiate between fiction and nonfiction.

Essential Questions

Teacher's guiding questions

1. How do authors create humor in their stories?
2. How do good readers and writers use text features to help them understand nonfiction topics?
3. Why can learning domain-specific vocabulary help deepen text comprehension?

SUBJECT
Grade 1 Reading

MODULE 3:
Telling Stories and Learning Our History

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. Retell stories in order using key story elements.
2. Identify characters, settings, and major events in a story.
3. Make predictions about what will happen next in a story.
4. Describe what makes a story funny.
5. Name features of a fantasy story.
6. Build knowledge about important Americans from history.
7. Read and talk about biographies.
8. Identify facts and important details in nonfiction texts.
9. Use text features to help understand nonfiction.
10. Read and spell words with beginning and ending consonant blends, digraph blends, suffix -s, r-controlled vowels and vowel teams.
11. Use letter sounds to spell words during dictated sentence instruction.
12. Demonstrate increasing fluency through repeated readings of beginner texts.
13. Participate in echo reading of text sections.
14. Participate in choral reading of text sections.
15. Engage in partner reading of text sections.
16. Demonstrate comprehension through whole-class and partner discussions about texts.
17. Complete daily written response tasks about what they have learned from texts.
18. Practice transcription skills when writing.

19. Construct complete sentences in their written responses.
20. Write a narrative piece about how they're grown as readers and writers.
21. Apply transcription skills learned during Word Study instruction to their writing.
22. Demonstrate understanding of texts by making meaning from them during Text Engagement instruction.

Apply the Vision of the Graduate by:

- a. Collaborative Story Exploration & Communication- participating in echo, choral, and partner reading, engaging in whole-class and partner discussions, and writing narrative pieces. These activities provide a structured environment for students to work together, share ideas, and articulate their understanding.
- b. Cultivating Growth Mindset & Self-Efficacy in Literacy Development-fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements. As they see themselves mastering new skills, their self-efficacy grows.
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SUBJECT
Grade 1 Reading

MODULE 3:
Telling Stories and Learning Our History

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

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- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
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- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.

- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3:

Telling Stories and Learning Our History

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring

Summative

- Unit Tests for *Foundations* Units 8, 9, 10, 11, 12
- Bookworms Module 3 Culminating Task: Narrative Writing-Wonderful Me!

SUBJECT Grade 1 Reading	
MODULE 3: Telling Stories and Learning Our History	
Pacing & Resources	
<i>45 days</i> <u>Time Allotment:</u> mid February-May In Module 3, first graders will explore two units: <i>Telling Stories</i> and <i>Learning Our History</i>. In <i>Telling Stories</i>, students will learn about story elements and the fantasy genre while practicing retelling, making predictions, and discussing how authors use humor. In <i>Learning Our History</i>, students will read biographies of famous Americans, building knowledge through nonfiction texts, text features, and vocabulary.	
Unit 1 Telling Stories	
Little Bear's Friend Lessons 1-5	Little Bear's Friend is a text about Little Bear making a new friend. This text is a story with a narrative text structure. Students will collaborate to use narrative text structure language to summarize the story.
Father Bear Comes Home Lessons 6-10	Father Bear Comes Home is a text about Little Bear and his friends waiting for Father Bear to come home. This text is a story with a narrative text structure. Students will use narrative text structure language to summarize.
Little Bear's Visit Lessons 11-15	Little Bear's Visit is a text about Little Bear spending time with his grandparents. This text is a story with a narrative text structure. Students will use narrative text structure language to summarize.
The Fire Cat Lessons 16-20	The Fire Cat is a text about a cat that helps the community working for the fire department. This text is a story with a narrative text structure. Students will use narrative text structure language to summarize.
Frog and Toad are Friends Lessons 21-25	Frog and Toad are Friends, is a text about two animal friends excited about spring. This book is a collection of stories about Frog and Toad. We will be reading four out of the five stories (skipping story 2) during Lessons 21–24, and rereading the same four stories with partners during Lesson 25.
Frog and Toad All Year Lessons 26-30	Frog and Toad All Year is another collection of stories about Frog and Toad enjoying the seasons together. Following the same procedures as last week, we will be reading four out of the five stories during Lessons 26–29, and rereading the four stories with partners during Lesson 30.
Unit 2 Learning Our History	
Long, Tall Lincoln Lessons 31-35	Long, Tall Lincoln is the true story of Abraham Lincoln's life. This book is a biography that includes historical information and domain-specific vocabulary that may be challenging for some students.

	You will notice that we provided additional support for students by including less text for daily reading and including two days for rereading the text (Lessons 33 and 35).
Harriet Tubman Lessons 36-40	Harriet Tubman is the true journey of a woman who helps enslaved people gain freedom. This book is a biography that includes historical information and domain-specific vocabulary that may be challenging for some students. You will notice that we provided additional support for students by including less text for daily reading and including two days for rereading the text (Lessons 38 and 40).
Martin Luther King Jr. Lessons 41-45	Martin Luther King Jr. is the true story of a brave peaceful man that stood up for Black rights. This book is a biography that includes historical information and domain-specific vocabulary that may be challenging for some students. You will notice that we have provided additional support for students by including less text for daily reading and including two days for rereading the text (Lessons 43 and 45).

Phonological/Phonemic Awareness: Heggerty Time Allotment: Weeks 25-35 (mid February- May)	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 25-35 <i>*Refer to Program Timeline and Instructional <u>Guide</u> for revised skills to teach</i>	• Blend: Intervention Phonemes & Syllables • Segment: Intervention Phonemes & Syllables • Add: Intervention Initial & Final Phonemes and Within words • Delete: Intervention Initial & Final Phonemes and Within words • Substitute: Intervention Initial & Final Phonemes and Vowels

Word Study: Foundations Time Allotment: mid March-June		
Unit	Topic	Time Allocation
8	• Consonant blend and digraph blends • Reading 4 sounds • Suffix -s • r-controlled: <i>ar, or, er, ir, ur</i> • Reading with accuracy and prosody • High-frequency (sight) words: <i>would, could, should, her, over, number</i>	• 2 weeks
9	• Closed-syllable vowel teams: <i>ai, ay, ee, ea, ey, oi, oy</i> • Narrative vs. informational • Reading with accuracy and prosody • High-frequency (sight) words: <i>say, says, see, between, each</i>	• 2 weeks

10	• Suffixes: <i>-s, -ed, -ing</i> • Vowel teams: <i>oa, oe, ow, ou, oo, ue, ew, au, aw</i> • Words with 5 sounds • Narrative vs. informational • Reading with accuracy and prosody • High-frequency (sight) words: <i>any, many, how, now, down, out, about, our</i>	• 3 weeks
11	• vowel-consonant-e • Long vowels • Narrative vs. informational • Reading with accuracy and prosody • High-frequency (sight) words: <i>friend, other, another, none, nothing</i>	• 1 week (Week 3 only)
12	• Concept of a syllable in a multisyllabic word • Compound words • Paragraph structure • Words with two closed syllables • Reading with accuracy and prosody • High-frequency (sight) words: <i>people, month, little, been, own, want, Mr., Mrs.</i>	• 3 weeks

MODULE 4:
Solving Mysteries

Connecticut Framework: The Common Core State Standards

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3.f Read words with inflectional endings.

RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4.a Read on-level text with purpose and understanding.

RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1.a Print all upper- and lowercase letters.

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SUBJECT Grade 1 Reading	
MODULE 4: Solving Mysteries	
Unwrapped Performance Standards	
Concepts Need to know about:	
Genre/Author's Craft - Realistic Fiction (Mystery) - Story Elements: main characters, settings, and events	
Theme - Clues to solve problems and understand others' experiences - Importance of teamwork and responsibility - Determination and cleverness and help to overcome challenges	
Readers' Strategies - Background knowledge for understanding - Context to understand new words - Prediction - Retell - Make connections - Compare and contrast	
Skills Need to be able to:	
- Make predictions to solve mysteries - Compare and contrast settings characters, and events - Retell - Make text-to-self connections orally and in writing - Explain what narrative features make it a mystery - Provide reasons to support opinions - Make connections to geography and nonfiction texts - Identify and explain author's message - Read texts smoothly, accurately, and with appropriate expression - Echo Reading: Repeating what the teacher or another reader has just read	

- Choral Reading: Reading aloud in unison with a group
- Partner Reading: Reading aloud with a peer
- Participate in conversations about texts to demonstrate and solidify understanding
- Write about what has been learned from texts
- Construct grammatically correct sentences. (sentence level context)
- Write a commercial explaining why their favorite text should be 'The Book of the Year'

SUBJECT
Grade 1 Reading

MODULE 4:
Solving Mysteries

Big Ideas
Student's statements of enduring ideas

1. Readers use clues, surprises, and predictions to understand and enjoy mystery stories.
2. Stories help us learn how characters face problems, and we can connect their challenges to our own lives.
3. Noticing similarities and differences between characters and texts can help me better understand what I read.

Essential Questions
Teacher's guiding questions

1. How do mystery authors include clues and unexpected events to create suspense?
2. Why is noticing characters, settings, and events important to increasing text comprehension?
3. How do readers use story clues and character experiences to understand what they read and connect it to their own lives?

SUBJECT
Grade 1 Reading

MODULE 4:
Solving Mysteries

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. Identify story elements in a mystery (characters, setting, problem, solution).
2. Recognize clues and surprises in mystery stories.
3. Make predictions based on clues in the story.
4. Explain how authors create suspense.
5. Write about mystery elements in a story.
6. Compare and contrast characters, settings, and events across stories.
7. Describe how characters solve problems.
8. Take the perspective of a character.
9. Make connections between a character's challenges and real life.
10. Write about characters and their challenges.
11. Read longer chapter books with fluency.
12. Read aloud with the class (choral reading).
13. Reread chapters with a partner.
14. Read an entire book with a partner.
15. Understand and use new vocabulary from stories.
16. Retell the most important parts of a story.
17. Talk about what characters do, say, and feel.
18. Compare how characters and stories are the same or different.

19. Take a character's point of view in speaking and writing.
20. Give reasons for opinions about a book.
21. Write complete sentences to explain thinking.
22. Read and spell compound words (like *sunset*, *basketball*).
23. Read and spell words with two closed syllables (like *sunset*, *rabbit*).
24. Read and spell words with the -s, -ed, -ing ending.
25. Understand how -ed and -ing change what a word means.
26. Write a topic sentence to start a paragraph.
27. Write connected sentences that stay on the same topic.
28. Write an ending sentence that wraps up the paragraph.
29. Use complete sentences in writing.

Apply the Vision of the Graduate by:

- a. Collaborative Story Exploration & Communication- participating in echo, choral, and partner reading, engaging in whole-class and partner discussions, and writing collaborative research reports. These activities provide a structured environment for students to work together, share ideas, and articulate their understanding.
- b. Cultivating Growth Mindset & Self-Efficacy in Literacy Development-fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements. As they see themselves mastering new skills, their self-efficacy grows.
- c. Emotional Intelligence and Integrity- students develop emotional intelligence by recognizing how characters feel and act in different situations, and they show integrity by expressing their own ideas and opinions respectfully in discussions and writing. Through reading, partner work, and writing tasks, students learn to listen to others, take different perspectives, and stay true to their thoughts with honesty and kindness.

SUBJECT

Grade 1 Reading

MODULE 4:

Solving Mysteries

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***General:**

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of letter-sound correspondences, especially beginning sounds and short vowel patterns.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., beginning sounds before short vowels).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning (e.g., forming letters with playdough, using stick puppets for vowel sounds, sorting activities).

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Foundations “make it fun,” word family trees, matching games, vowel hopscotch, "Showdown" for word families).

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.

- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4:
Solving Mysteries

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Decodable running records and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Text Connections (L10, L15, L20, L25)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring

Summative

- Unit Tests for *Foundations* Units 12, 13
- Bookworms Module 4 Culminating Task: Opinion Writing-Book of the Year

SUBJECT Grade 1 Reading	
MODULE 4: Solving Mysteries	
Pacing & Resources 29 days Time Allotment: May-June	
The Solving Mysteries unit will help students learn story elements and mystery genre characteristics. Students will think about how mystery authors include clues and unexpected events to create suspense, make predictions based on clues during discussions, and demonstrate understanding of mystery elements in their written responses.	
Unit 1 Solving Mysteries	
Nate the Great Saves the King of Sweden Lessons 6-15	Nate the Great Saves the King of Sweden is a text about Nate helping solve a mystery for his friend in another country. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text. Guiding students through internet searches will be helpful for comprehension as you read this book.
Nate the Great and the Fishy Prize Lessons 16-25	Nate the Great and the Fishy Prize is about Nate and his dog solving the mystery of the missing pet contest prize. This text is a story with a narrative text structure. Students will collaborate in creating a story map to summarize the text. Guiding students through internet searches will be helpful for comprehension as you read this book.

Phonological/Phonemic Awareness: Heggerty Time Allotment: Weeks 30-35 (May-June)	
Continue explicit instruction and continue each week with application of given kinesthetic movements. Phoneme awareness is taught directly, explicitly, and systematically.	
Weeks 30-35 <i>*Refer to Program Timeline and Instructional Guide for revised skills to teach</i>	• Blend: Intervention Phonemes & Syllables • Segment: Intervention Phonemes & Syllables • Add: Intervention Initial & Final Phonemes and Within words • Delete: Intervention Initial & Final Phonemes and Within words • Substitute: Intervention Initial & Final Phonemes and Vowels

Word Study: Foundations Time Allotment: May-June		
Unit	Topic	Time Allocation
12	• Concept of a syllable in a multisyllabic word • Compound words • Paragraph structure • Words with two closed syllables • Reading with accuracy and prosody • High-frequency (sight) words: <i>people, month, little, been, own, want, Mr., Mrs.</i>	• 3 weeks
13	• Suffixes: <i>-s, -ed, -ing</i> • Multisyllabic words • Suffixes added to base words with closed syllable • Paragraph structure • Reading with accuracy and prosody • High-frequency (sight) words: <i>work, word, write, being, their, first, look, good, new</i>	• 3 weeks