

Fair Lawn Public Schools

Fair Lawn, NJ

**Language
Arts Literacy
Grade 1**

August

2015

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Developed August 2012**

The Grade 1 Language Arts Literacy Curriculum was developed by the Fair Lawn Language Arts Literacy Team and aligned to the Grade 1 Common Core State Standards Initiative and Common Core Anchor Standards for College and Career Readiness.

Fair Lawn School District

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I. Course Synopsis

Grade 1 Language Arts Literacy fosters a variety of activities and experiences to meet the needs of growing readers, writers, and thinkers. Integration of the following literacy expectations contribute to a robust and rigorous language arts program:

- Different modes of communication: reading, writing, speaking, listening, and viewing
- Varied levels of support: Teacher demonstration/modeling, practice with teacher support, peer collaboration, and independent work
- Distinct Instructional Groupings: whole class, small group, student partnerships, and individual
- Assortment of fiction and nonfiction (in reading, writing, and viewing)

II. Philosophy & Rationale

Balance of Knowledge-based and Strategy-based Instruction:

A mix of knowledge-based and strategy-based instruction is reflected in the K-5 Language Arts Literacy Program. In reading, one must decode texts (as per the CCSS Reading Foundational Skills standards) while making meaning (as per the CCSS Reading Literature and Reading Informational Texts). In writing, one must write correctly (as per the CCSS Language standards) with well-thought content and style (as per the CCSS Writing Standards). Partnered with explicit instruction in language arts content, strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading and writing.

Differentiated Approach to Teaching and Learning:

Fair Lawn Language Arts Literacy curriculum and instruction involves **Reading Workshop, Writing Workshop, Read-Aloud, and Word Study** (please see Appendix A for the daily allotment of literacy time). Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

Reading Workshop

Throughout the year, children will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based mini-lessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each child's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process. The following link provides an overview: <https://www.youtube.com/watch?v=cgN2WUMW6zM>.

Reading Workshop (Continued)

Mini-lesson

The Units of Study for Teaching Reading by Lucy Calkins (2010) and *Strategies That Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey and Anne Goudvis (2000) provide exemplar strategy lessons in making connections, questioning, visualizing, inferring, determining importance, and synthesizing. Each Reading Workshop lesson begins with explicit instruction in a mini-lesson.

Architecture of a Reading Mini-lesson:

- ✓ **Connection:** Students learn the importance of the day’s reading instruction and how the lesson relates to a student’s prior reading work. The beginning of every mini- lesson should add strategies and skills by referencing the strategies addressed in previous lessons. The connection ends with an explicit statement of the teaching point.
- ✓ **Teach:** Then, as the master reader, the teacher must model how to apply the strategy by demonstration (modeling how and when readers use this strategy); explaining and showing an example; or involving the class in shared inquiry.
- ✓ **Active Engagement/Involvement:** Through a gradual release of responsibility, the students are given a chance to quickly practice (guided practice) what has just been taught or to share noticings about the demonstration in order to understand a kind of thinking about reading that they can try in their own reading work.
- ✓ **Link:** In closure, the teacher reiterates what has been taught. Students are reminded that the strategy lesson is one way to participate in more strategic reading every day.

* Adopted from Paramus Public Schools- and revised in alignment with the Fair Lawn Schools curriculum document.

**A Fair Lawn School District-driven “Reading Workshop Planning Sheet” helps plan relevant mini-lesson work (Available in Appendix B).

Reading Workshop (Continued)

Gradual Release of Responsibility

The majority of the class time is spent with students practicing the repertoire of skill and strategy work that was introduced during mini-lessons, small group work, and/or read aloud. The teacher gradually releases responsibility to students with strategic levels of support:

Reading Conferences and Small Group Work

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s)
2. Provide an explicit teaching point
3. Coach the student as he/she works to apply the strategy/skill

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work (See a sample of a conferring log in Appendix C).

Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting. For example, the skill of inferring may be supported in small-group and reading conferences with the following strategies.

Skill	Strategies
Inference (about characters)	<ul style="list-style-type: none">• “I can infer how a character feels by looking at the face of the character in the illustration.”• “I can infer how a character feels by paying close attention to the character’s actions.”• “I can infer how a character feels by paying close attention to the words that a character uses.”• I can infer how a character feels by thinking about the situation and putting myself in his/her shoes.”

Reading Workshop (Continued)

Student Reading Practice

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Students log all of their independent reading time that is completed in and out of the classroom. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Teachers are provided with conversational and text-based prompts for student-centered discussion and writing about their reading (Available in Appendix D). Leveled classroom libraries support student reading practice.

Independent Reading

Teachers conduct the Teachers College Reading and Writing Project (TCRWP) Reading Level Assessments several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the text and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension [represented by a strong retelling or at least three correct comprehension questions]" (TCRWP 2014). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one level above his/her independent level, with support. Some structures that support reading at an instructional level include guided reading, series reading, or independent reading after a strong book introduction (an instructional skeleton for guided reading is in Appendix E).

Partner Reading

Students may be assigned to explore reading work with a partner in a variety of ways. Ideally, partners choose texts to read together. Partner work may be used to scaffold the reading process, to collaborate on reading strategy, or to support critical thinking about the text through rereading and discussion. The goal is to foster a partnership structure to enhance student motivation, engagement, and comprehension of the text. Conversational partnership prompts support good questions for partnered discussions.

Reading Workshop (Continued)

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrate signs of readiness to reach a Level E text, the teacher may gather that group of students to introduce them to the work of reading at that next level.

Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments. To support students in using visual cuing systems to decode, a strategy group may focus on teaching students to look across the whole word.

Book Club Reading

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion. Please note that a student's book club text should be his/her independent reading text exclusively. Students should record notes on their book club work in a book club log (Available in Appendix F).

Reading Club Reading

Students may work in groups to read and talk about texts on a particular topic. The reading club may be a discussion about a teacher read-aloud or it may be based on a particular collection of texts that have been shared with the group in support of the current reading unit of study.

Reading Workshop Guide

Grades K-2 Lesson Structure

Mini-Lesson

Explicit Teacher-Directed Instruction to the Whole Group (7-15 minutes max, including Turn and Talk)

**The Teacher facilitates any
Combination of the following:**

Small Group (10-15 minutes each)

- Guided Reading (Levels A-K)
- Small Group Strategy Lesson
- Shared Reading

Conference (5-7 minutes each)

- Individual Assessment
- Individual Instruction to support current strengths and next steps

**The Student Participates in
combination of the following:**

Independent, Partner, Guided Group, Book Club, and Reading Club Reading (30-35 minutes)

Possible Variations:

- Buddy Reading
- Listening Centers
- Rereading Big Books

Share (5 minutes)

Review of mini-lesson focus, noticings of independent reading time, students share how they used the focus of the mini-lesson independently or a strategy used in their reading that day.

Reading Workshop Guide

Grades 3-5 Lesson Structure

Mini-Lesson

Explicit Teacher-Directed Instruction to the Whole Group (7-15 minutes max, including Turn and Talk)

The Teacher facilitates any Combination of the following:

Small Group (10-15 minutes each)

- Guided Reading (as needed with struggling readers)
- Small Group Strategy Lesson
- Shared Reading

Conference (5-7 minutes each)

- Individual Assessment
- Individual Instruction to support current strengths and next steps
- Check-in with Partnerships, Book Clubs, or Reading Clubs

The Student Participates in combination of the following:

Independent, Partner, Guided Group, Book Club, and Reading Club Reading (30-35 minutes)

Possible Variations:

- Post-its
- Response Sheets
- Reading Notebooks
- Boxes and Bullets Notes

* When students are working in student-centered book clubs, they may meet to set the focus and amount of reading for the day.

Share (5 minutes)

Review of mini-lesson focus, noticings of independent reading time, students share how they used the focus of the mini-lesson independently or a strategy used in their reading that day.

Writing Workshop

The Writing Workshop framework is used for writing instruction.

- ✓ Each Writing Workshop lesson begins with explicit instruction in a curriculum-driven mini-lesson.
- ✓ The majority of the class time is spent with students practicing the repertoire of skill and strategy work that was introduced during mini-lessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.
- ✓ Individual writing conferences take place while the majority of the students are writing independently. This pattern (detailed more specifically in Appendix G) allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing. With this in mind, every conference should consist of the following four components based on the predictable pattern in *The Conferring Handbook* (Calkins, 2003):

1. Research- Observe and note something to praise and something to grow
2. Decide- Determine the Teaching Point
3. Teach- Coach a part of the student's writing process
4. Link- Remind the student to use his/her new skills as an author in future writing endeavors

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small-group instruction (see Appendix C).

- ✓ Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Writing Workshop (Continued):

The *Units of Study for Teaching Writing* by Lucy Calkins (2013) and *The 6+ 1 Traits of Writing* by Ruth Culham and Beverly Ann Chin (2002) provide a basis for planning and assessment in the development of ideas, organization, voice, word choice, sentence fluency, and conventions in writing development. *The Schoolwide Fundamentals of Grammar (Grade 2)* and *The Sadler Grammar Workshop Common Core Enriched Edition (Grades 3-5)* provide specific support for writing conventions.

*The terminology and strategies illustrated in this document are based on the teachings of the program, *Units of Study for Teaching Writing: A Yearlong Curriculum (2003)* and *Units of Study for Teaching Writing Grades 305 (2006)*.

A Writing Workshop Guide is provided on the next page to delineate the district lesson structure.

Other Instructional Structures that Support Writing:

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinell, 1996). Unlike independent writing where students use a developing understanding of sound-symbol relationship to spell (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text (an instructional skeleton for interactive writing is available in Appendix H).

Shared Writing (K-5)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

Writing Workshop Guide

Lesson Structure

Mini-Lesson

Explicit Teacher-Directed Instruction to the Whole Group (7-15 minutes max, including Turn and Talk)

The teacher facilitates any combination of the following:

Small Group Instruction Strategy Lesson (5-10 minutes each)

Individual Writing Conference (5-7 minutes each)

Conferences should begin with some research followed by a compliment. Then, the teacher will coach or model **one** strategy that will support the student's writing growth.

The student participates in combination of the following:

Independent Writing (20-25 minutes)

Students are working independently, practicing writing within the genre of study. The students may be at different stages in the development of their piece, as students naturally work through the stages of the writing process work at different rates. Partnership Conversation

Students compliment, converse, and coach each other. These conversations should help the kids to expand their original thoughts by getting a reader's take on their writing.

Share (5 minutes)

One or two students' work is highlighted. The teacher points out specific strategies used that support today's mini-lesson or any should be replicated in future writing.

Reading Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full reservoir of reading knowledge. Most importantly, read aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive/Instructional Read-Aloud

As noted by Shedd and Duke (2008), successful read-alouds are a result of thoughtful planning and detailed attention. Books should be selected based on knowledge of student interests, the current unit of study, and alignment to the grade-specific standards. Some research indicates that the most effective read-alouds are interactive (Dickinson, 2001). Along those lines, teachers are encouraged to foster analytic talk, where students make predictions and inferences prompted by teachers' comments, modeling, and questioning (McGee & Schickedanz, 2007).

Instructional read-alouds should be a balance of: Teacher think-alouds; modeling writing about reading; multiple turn-and-talk opportunities. *The Continuum of Literacy Learning* (Pinnell & Fountas, 2011) supports comprehension specific to genres, structures, and forms with an emphasis on thinking within the text, thinking beyond the text, and thinking about the text. A building copy of this text is available to support grade level planning.

Alternate Read-Aloud

Of course, at times, read aloud time may be preserved to promote the joy of reading, thinking, sharing, and learning. In this case, teachers would share an engaging text in celebration of good literature.

Shared Reading

Shared reading is a reading experience in which teacher and students are reading chorally from an enlarged text. This method of instruction supports foundational skills such as concepts of print and reading fluency.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts (an instructional skeleton for close reading is available in Appendix I).

➤ **Word Study**

Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments.

Word Study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics/Word Study Resources:

In Grades K and 1, teachers are provided with a classroom copy of *Phonics Lessons* (Pinnell & Fountas, 2003) and building copy of *Words Their Way* (Bear, Invernizzi, Templeton, & Johnston, 2012) to support concepts of print, phonemic awareness, phonics, and sight word automaticity.

Beginning in Grade 1, students participate in the ***Instructional Level Spelling Program*** by Andree B. Rolfe, Ed.D. In Grades 2-4, teachers utilize spelling assessment data from a spelling inventory that helps identify a student's spelling achievement. Placement within a spelling group allows students to work with words and patterns in their spelling development. While all students work with the same spelling rules, the number and complexity of the patterns is differentiated. In short, the program emphasizes that spelling is acquired through developmental stages to explore word study with a specific scope and sequence to spelling proficiency.

Grammar Resources:

In Grade 2, teachers are provided with a Schoolwide Grammar Unit. Whereas in Grades 3-5, the Sadlier Grammar Workshop series is utilized.

III. Scope & Sequence- Suggested Pacing for Reading and Writing Units

	Sept.-Oct.	Oct- Nov	Dec.	Jan.	Feb.	March- April	May
K	We Are Readers Exploring the Exciting World of Books	Readers Use All Our Powers to Actually Read		Readers Study Patterns in Big Books and Little Books		Learning About Ourselves and Our World: Reading for Information	Readers Get to Know Characters by Pretending and Performing Our Books
	Launching the Writing Workshop	Looking Closely		Writing Pattern Books		Procedural Writing: How-To Books	Authors As Mentors: Moving Back into Personal Narrative
1	Readers Build Good Habits	Tackling Trouble (Decoding)	*Nonfiction Readers Learn About the World	Readers Meet the Characters in Books	We Can Be Our Own Teachers When We Work Hard to Figure Out Words	Dramatizing Characters and Deepening Our Comprehension Through Book Talk (Fluency)	Reading Across Genres to Learn About a Topic
	*Launching In Small Moments (Personal Narrative- Small Moments)	Writing for Readers (Concepts of Print) Narrative Writing Piece	Procedural Writing (How-to Book)	Realistic Fiction (Story)	Persuasive Letters OR *Opinion Writing: Letters and Speeches	Authors As Mentors: Craft and Revision (Small Moment Story)	Informational Books (All About Book)
2	Taking Charge of Reading	Tackling Trouble (Decoding)	Characters Face Bigger Challenges and So Do Readers	*Reading Nonfiction, Reading the World	Reading and Role Playing: Fiction, Folktales, and Fairy Tales	Nonfiction Reading: Comprehension Supported by Book Talks	Studying Life through Poetry, Songs, and Images
	*Launching with Nonfiction (Workshop routines and All About books)	Authors As Mentors (Personal Narrative)	Writing and Revising Realistic Fiction (Story)	Opinion Writing Reviews	Writing Adaptations of Familiar Fairy Tales and Folk Tales	*Nonfiction Texts as Mentors to Support Nonfiction Writing OR Expert Projects: Informational Writing	Poetry: Big Thoughts in Small Packages

	Sept.-Oct.	Oct- Nov	Dec.-Jan	Feb.	March-April	May	June
3	Building a Reading Life	Following Characters into Meaning: Envision, Predict, Synthesize, and Infer	*Nonfiction Reading: Expository Texts Biography Book Clubs	Poetry	Timed Reading	Deepening Comprehension as We Follow Characters through a Series	Mini-unit: Mystery Reading
	*Launching the Writing Workshop Personal Narrative (Story)	Lit Essay and Compare Contrast Essay	Information Writing and Research	Poetry	Realistic Fiction and Narrative Structures	Opinion Writing: Persuasive Reviews, Letters, and Essays	Mystery Writing
4	Building a Reading Life	Following Characters into Meaning: Envision, Predict, Synthesize, and Infer	*Nonfiction Reading: Expository Texts Biography Book Clubs	Poetry	Timed Reading	Historical Fiction: Tackling Complex Texts	Telling Traditional Tales (Storytelling)
	* Personal Narrative Writing	Lit Essay and Compare Contrast Essay	Information Writing and Research	Poetry: Spoken Word	Realistic Fiction and Narrative Structures	Informational Writing: Writing Informational Books (All-About Book) OR *Literary Nonfiction	Writing Folklore
5	Agency and Independence	Following Characters into Meaning: Envision, Predict, Synthesize, Infer, and Interpret	*Nonfiction Reading: Expository Texts Biography Book Clubs	Poetry	Timed Reading	Historical Fiction Book Talk American Reading Integrated Unit	Nonfiction Research Projects or Social Issues
	* Personal Narrative Writing	Lit Essay and Compare Contrast Essay	Information Writing and Research	Poetry	Realistic Fiction and Narrative Structures	Informational Picture Book	Argument-based writing or *Biography Writing or Personal Essay

Key

Red = Fiction

Blue = Nonfiction

*These units have Schoolwide Resource Support

IV. Unit Descriptions

The Fair Lawn Language Arts Literacy curriculum consists of reading and writing units that have been selected from the Calkins *Units of Study for Teaching Reading (for K-2 and 3-5)* and the grade-specific Calkins *Units of Study for Teaching Writing (K-5)*- further supported by the Teachers College Reading and Writing Project (<http://readingandwritingproject.com/about/overview>). The district Scope and Sequence (charted on the previous two pages) provides a framework for unit pacing for reading and writing curriculum and instruction in language arts literacy.

Curriculum Writing Process

When constructing the literacy curriculum units, careful attention was given to an ambitious exposure to reading and writing practice with diverse topics in different genres. Beginning with a review of the New Jersey Department of Education Model Curriculum and each Calkins unit of study, a revised Fair Lawn Language Arts Department unit plan was created to narrow focus to particular teaching points, utilize our bevy of resources, and align properly to the Common Core State Standards. Teachers have access to each district unit plan through the district computer software. In addition, instructional tools such as model anchor charts, graphic organizers, and literacy protocols have been harvested and stored in the district database for teacher review and use.

Teachers are encouraged to collaborate to create additional mini-lessons and formative assessments for the whole group, small-group, and individual conferences. Rationale for any teacher-created lesson work and/or formative assessment should be based on student needs, taught within the workshop structure, and aligned to the unit goals, standards, and outcomes. The district reading specialist and Language Arts Supervisor are available for additional support.

A sample reading unit and a sample writing unit are enclosed. While each unit is aligned to specific standards, the comprehensive alignment to every standard and our curriculum course of study is enclosed (Please see Appendix J).

Grade One: Unit 3: Readers Meet Characters in our Books

Essential Question:

How do characters in our books help us to understand the story? How can I learn more about the book and about life by thinking about what a character says, does, and thinks?

Enduring Understandings:

Through the exploration of trade fictional texts, students will make inferences about characters based on text evidence. They will develop and revise theories about characters across books in collaboration with their peers.

Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the Grade 1 standards. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive CCSS are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides “Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards” at: <http://www.state.nj.us/education/modelcurriculum/success/ela/k2/>.

Learning Targets Aligned to Grade-Specific Common Core State Standards:

- Students will ask and answer questions about key details in a text. RL.1.1
- Students will retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.2
- Students will describe characters, settings, and major events in a story, using key details RL.1.3
- Students will identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4
- Students will identify who is telling the story at various points in a text. RL.1.6
- Students will use illustrations and details cover and within the text to make predictions. RL.1.7
- Students will compare and contrast the adventures and experiences of characters in stories. RL.1.8
- Students will know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3
- Students will participate in collaborative conversations with diverse partners about grade 1 topics and texts SL.1.1
- Students will ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.2
- Students will ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.3
- Students will produce complete sentences when appropriate to task and situation. SL.1.6

<p>Structures:</p> <ul style="list-style-type: none"> • Whole group mini-lessons • Independent reading time • Partner reading time • Share • Strategy lessons and guided reading groups (as needed) • Individual reading conferences 	<p>Materials:</p> <ul style="list-style-type: none"> • Leveled texts • Book baggies • Chart paper • Post-its • Big books • Realistic Fiction read alouds- Trade books
<p>Skills Addressed in Unit:</p> <ul style="list-style-type: none"> • Previewing/Predicting • Retelling • Accumulating text • Retelling • Inferring • Building reading fluency 	<p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Teacher observations • Conferring notes

Week	Goals	Suggested Mini-lessons (aligned to CCSS)
<p>1</p>	<p>Students will use illustrations and details cover and within the text to make predictions.</p> <p>Students will use illustrations and details in a story to describe its characters, setting, or events, or to describe its key ideas.</p> <p>Students will read grade-level text with purpose and understanding.</p> <p>Students will retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Students will participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> SL.1.1</p> <p>Students will ask and answer questions about key details in a text.</p> <p>Students will identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p>	<p><u>Getting to know characters</u> RL.1.2, RL.1.3, SL.1.1 Readers, today I want to teach you that by reading books, we get to know characters who do all sorts of things. One of the most amazing things about life is that we have opportunities to meet new people and invite those people into our hearts and our lives. When any of us meets a person-in life or in books one of the things that we do is we get to know that person and know about what that person does. Does my book tell a story about someone? (A teddy bear? A dog? A mom?) We can look at the cover of a book, take a picture walk then we can get to know that character by noticing what he or she does!</p> <p><u>Retelling the stories of what characters do</u> RL.1.2, RL.1.3, SL.1.1 Today I want to teach you that when readers read a story, we get to know the characters so well that we can tell our partners about them. To get ready, we might retell the stories across our fingers. We can say what a character did first, next, after that and last.”</p> <p><u>Looking for patterns and predicting what will happen next</u> RL.1.2, RL.1.3, SL.1.1 Yesterday we were talking about how as we read books, we get to know the characters so well that it feels as though they are part of our families. That is one of the best parts of reading. Today I want to teach you that as we read about what our characters do, we can use what we know about them to predict what might happen next. We can look at what the character is doing, thinking about what he or she likes, and to look to see if there is a pattern. We use all the information we have learned to guess or predict what will happen next!</p> <ul style="list-style-type: none"> • Possible Anchor Chart: Let’s Get to Know Our Characters <ul style="list-style-type: none"> - Patterns in character behavior

		<p><u>Noticing what our characters do and say</u> RL.1.2, RL.1.3, SL.1.1 Readers, today I want to teach you that as readers read, they begin to notice all the things our characters do and say. We keep an eye on places where we could guess what the character was going to do or say next, or places where the character did or said something we thought was funny or cool-and we mark these with post-its so we don't forget them!</p> <p>Add to Anchor Chart:</p> <ul style="list-style-type: none"> - What characters do and say <p><u>Sharing our thoughts about characters</u> RL.1.2, RL.1.3, RL 1.4, RL.1.8, SL.1.1 Day 1 - Today I want think about the things that the characters in your book like and dislike. As you reread the pages of your book, use post-its on pages that tell you about what your character like/dislike.</p> <p>Add to Anchor Chart:</p> <ul style="list-style-type: none"> - Characters likes and dislikes <p>Day 2 - Sometimes partners see things through a different lens. So today I want to teach you that we can make our ideas about our characters really strong by discussing our thoughts and post-its with own partners, talking specifically about if they agree or disagree and why.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Running Records • Teacher observations • Conference notes 		<p>Suggested texts to support mini-lessons <i>Lights Out</i> by Angela Shelf Medearis <i>Biscuit</i> <i>Max and Ruby</i> <i>Max's Birthday</i> by Rosemary Wells <i>I Need to Clean My Room</i> by Kimberlee Graves</p>

Week	Goals	Suggested Mini-lessons (aligned to CCSS)
2	<p>Students will ask and answer questions about key details in a text.</p> <p>Students will retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Students will use illustrations and details in a story to describe its characters, setting, or events, or to describe its key ideas.</p> <p>Students will participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> SL.1.1</p> <p>Students will read grade-level text with purpose and understanding.</p> <p>Students will identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p>	<p><u>Studying characters</u> RL.1.3, SL.1.1 Today I want to teach you that readers can learn more about the book and about life by thinking about the characters in their books. One way we can learn from our characters is by paying attention to how characters act in different parts of the story. It’s kind of like we spy on characters! We study characters like a detective and gather clues about what kind of person a character is. We can ask ourselves questions like “what did I learn about this character is like from the story? What sort of person is this character? How can I learn about the character by thinking about his/her likes and dislikes?”</p> <p><u>Learning more about characters</u> RL.1.3, SL.1.1 Readers, today I want to good readers also pay close attention to what characters say to learn more about them. The words that come out of a characters mouth often can lead you straight into that character’s heart. The words a character says can show us if he or she is angry or frightened or happy or sad.” You can teach your students to speculate using words such as: <i>“Perhaps he…” or “Maybe it’s because…”</i></p> <p><u>Paying Attention to the Words and Pictures</u> RL 1.3, RL.1.7, SL.1.1 Today I want to teach you that readers can look closely at the pictures and the words in our book to think about how a character feels. Even when the words don’t say how someone feels, we can find clues to tell us. We can watch what a character does and says on the outside, imagine how her words would sound, and look at the expression on her face and her movements to guess how she feels on the inside.</p> <p>Add to Anchor Chart: - How a character feels</p> <p><u>What is my character thinking?</u> RL.1.3, RL.1.7, RL 1.8, SL.1.1 Today I want to teach you that when our characters do something, we can learn more about them by imagining what they are thinking. One way we can imagine this is to try and become the character, slip into his or her head and say, ‘Hmm, what would ____ think here? Readers sometimes make a connection and think about if their character is like them or not.</p>

Assessment:

- Running Records
- Teacher observations
- Conference notes

Suggested texts to support mini-lessons*Olivia**Mr. Poppers Penguins**Little Critter*

Week	Goals	Suggested Mini-lessons (aligned to the CCSS)
3	<p>Students will retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Students will participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i></p> <p>Students will ask and answer questions about key details in a text.</p> <p>Students will know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Students will retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Students will use illustrations and details cover and within the text to make predictions.</p> <p>Students will reread familiar texts to improve their reading fluency and strengthen their understanding of the text.</p> <p>Students will build on others' talk in</p>	<p><u>Rereading to understand the characters</u> RL.1.3, RL.1.7, SL.1.1 Readers, today I want to teach you that sometimes when we read we get to the end of a book and think, 'Hmm...I don't really remember much about the character!' One way you can fix this is to go back to the beginning of the book, study the cover and then take a picture walk—looking at the pictures and then rereading the story, too. Sometimes going back to the book and really studying the pictures and the words can really help us to understand the story and the character.</p> <p><u>Using the pictures to help us figure out tricky words</u> RL.1.3, RF.1.3, RL.1.7, SL.1.1 Today I want to teach you that sometimes tricky words get in the way of us getting to know our characters. We can't have that, can we?! When this happens we have to use all of our word-solving tools to figure out the tricky words. On pages where we come across tricky words, we might try searching the picture for clues that will help us figure out the word. Using the picture we can make a guess at what the word is and then reread the tricky part to see if our guess makes sense</p> <p><u>Continuing to figure out tricky words</u> RL.1.3, RF.1.3, RL.1.7, SL.1.1 Readers, sometimes when we get to a tricky part or word, we may actually know the word that seems tricky. Maybe we have said the word or have heard other people say the word, but we have never seen it down on paper before. Sometimes when we haven't seen a word written down before it can look hard, but we can figure out the word by looking at the picture, thinking about what makes sense for the page, and then saying the sounds of the letters (or chunks) on the page.</p> <p><u>Rereading as a strategy to learn more about a character</u> RL.1.3, RL.1.7, SL.1.1 Readers read and reread our books so that we know lots of things about our characters. We can read and reread our books so that we read with smooth voices and sound like storytellers.</p>

	<p>conversations by responding to the comments of others through multiple exchanges.</p> <p>Students will use illustrations and details in a story to describe its characters, setting, or events, or to describe its key ideas.</p> <p>Students will read grade-level text with purpose and understanding.</p>	<p><u>Looking Closely at characters</u> RL.1.3, RL.1.7, SL.1.1</p> <p>Today I want to teach you that when we are having trouble getting to know our characters we can reread, paying attention to everything that is happening to our character and then making a movie in our minds of what is happening. We can do this by asking ourselves after every page, ‘What happened to my character on this page?’</p> <p>One way readers do this is by “reading the character to life!” Make a movie in your brains and read like a movie star.</p> <ul style="list-style-type: none"> • Possible Anchor Chart where students can add post it notes: <ul style="list-style-type: none"> - <i>We can Read like Movie Stars!</i> - <i>Think about how the character... moves, looks, acts</i>
<p>Assessment:</p> <ul style="list-style-type: none"> • Running Records • Teacher observations • Conference notes 		<p>Suggested texts to support mini-lessons:</p> <p><i>Mercy Watson Goes for a Ride</i> by Kate DiCamillo</p>

Week	Goals	Suggested Mini-lessons (aligned to CCSS)
4	<p>Students will ask and answer questions about key details in a text.</p> <p>Students will compare and contrast the adventures and experiences of characters in stories.</p> <p>Students will retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Students will use illustrations and details in a story to describe its characters, setting, or events, or to describe its key ideas.</p> <p>Students will participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> SL.1.1</p> <p>Students will read grade-level text with purpose and understanding.</p>	<p><u>Following the changes in a character’s heart</u> RL.1.3, RL 1.4, SL.1.1 Today I want to teach you that when we get to know a character, we can think about how that character feels in each part of the story. Readers often stop and ask ourselves, ‘How is my character feeling in the beginning? Does she feel differently in the middle of the story? Does the character’s feeling change in the end?’</p> <ul style="list-style-type: none"> • Add to anchor chart from last lesson- <i>We can Read like Movie Stars!</i> Think about how the character <i>feels</i> or create a new anchor chart where children can add post it notes to show how the characters in the books they are reading are feeling.) <p><u>Putting ourselves in the character’s shoes</u> RL.1.3, RL 1.4, SL.1.1 Today I want to teach you that when readers think about how a character feels, we think about ourselves and ask, ‘Would I feel the same way?’ Then we can mark these parts and share our thoughts with our partners!</p> <p><u>Comparing and contrasting characters</u> RL 1.8, RL.1.3, RL 1.4, SL.1.1 Today I want to teach you that when readers think about how a character feels, we think about other characters, too. We might ask, ‘Do I know another character who feels the same way?’ Then we can compare the characters with our partners.</p> <p><u>Proving Our Ideas</u> RL.1.3, SL.1.1, Today I want to teach you that readers don’t just share their ideas about books. We show parts of the book where those ideas can be found. When we work with partners, we can say, ‘Prove it!’ and then flip back to the part to prove our ideas.</p> <p>Possible Celebration: As we have progressed through this unit, we’ve focused on how reading books with through the lens of knowing our characters can help readers to enjoy books, deepen understanding, and learn a little about life. One way that we can celebrate is to ask our students to choose one character that they truly connected to and share what made that character so special either in partnerships or by drawing/writing about him/her.</p>
Assessment: <ul style="list-style-type: none"> • Running Records 		Suggested texts to support mini-lessons <i>Fly Guy</i>

<ul style="list-style-type: none">• Teacher observations• Conference notes	<p><i>Henry and Mudge</i> "A Day With Daddy" by Nikki Grimes <i>Peter's Chair</i></p>
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Grade 1: Unit 3: Writing Our Own Series

Essential Question:

How do writers craft believable fiction stories? How do writers elaborate to stretch their stories across the pages of a 5-page booklet?

Enduring Understandings:

While immersed in exploration of model narrative texts, students will develop their process-approach to personal narrative writing.

Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the Grade 1 standards. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive CCSS are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides K-2 “Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards” at: <http://www.state.nj.us/education/modelcurriculum/success/ela/k2/>.

Learning Targets Aligned to Grade-Specific Common Core State Standards (W 1.3, W 1.5, W.1.6, W.1.8, SL.1.1a-c):

- Students will use a variety of rehearsal strategies to plan and organize personal narratives
- Students will 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.1.3
- Students will develop stamina as writers.
- Students will use the work of mentor authors to drive their own writing.
- Students will acquire multiple strategies to support elaboration
- Students will use resources available for spelling
- Students will learn to develop complex characters and use those characters to drive the sequence and progression of the story
- Students will rehearse several possibilities for how the problem in the story will be solved
- Students will improve their writing through revision and editing
- With guidance and support from adults, students will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.5
- With guidance and support from adults, students will use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6
- With guidance and support from adults, students will recall information from experiences or gather information from provided sources to answer a question. W.1.8
- Students will 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

<p>Structures:</p> <ul style="list-style-type: none"> • Whole group mini-lessons • Small group strategy lessons • Partnerships • Independent writing • Conferring • Whole group share 	<p>Materials:</p> <ul style="list-style-type: none"> • Some suggested mentor texts include- <i>Biscuit, Henry and Mudge, Three Little Pigs, Three Billy Goats Gruff, Peter's Chair</i> • Chart paper • Booklets • Paper • Folders • Artifacts (optional) • From Scenes to Series Grade One Narrative Unit- page numbers in unit refer to specific parts of this book
<p>Skills Addressed in Unit:</p> <ul style="list-style-type: none"> • Writing with independence • Elaboration • Development of characters/story arc • Editing independently 	<p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Teacher observations • Conferring notes • Portfolio assessment

Week	Goals	Suggested Mini-lessons (aligned to CCSS)
1	<p>Benchmark Assessment</p> <p>Students will use the work of mentor authors to drive their own writing</p> <p>Students will 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.1.3</p> <p>Students will participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.1</p> <p>Students will use a variety of rehearsal strategies to plan and organize personal narratives</p> <p>Students will learn to develop complex characters and use those characters to drive the sequence and progression of the story</p>	<p>(Benchmark: Writers, you have learned so much about how authors capture the moments from their lives on paper and you have learned to do that in such a way that ensures all readers can pick up your book and read it. For the next few weeks, we will be using all that we know about how authors craft stories to write realistic fiction stories. That means stories from our imagination that could really happen. So today, I would like everyone to think of a story that didn't really happen (but could) and write that story across the pages of your booklet.)</p> <p><u>Studying from the masters</u> (Immersion) W.1.3, SL.1.1 Writers, something that we know about what authors do before they start writing in a new genre, is that they study the work for other mentor authors. They surround themselves in those types of books, studying every picture, work, letter, and mark that the author put on each page. They notice parts that made the story great and then, they give it a whirl.</p> <p>During the read aloud you may notice:</p> <ul style="list-style-type: none"> - Realistic fiction stories have characters that are like us - Realistic fiction stories have problems inside them - Realistic fiction stories are in real life places that we may go too <p>Partnerships, will study some mentor texts during the workshop, noting things that they think are important.</p> <p><u>Realistic Fiction Writing is Pretending (Generating and Rehearsal) W.1.3</u> Writers, today I want to teach you that writing realistic fiction is just playing pretend. One way to you come up with a story is by imagining a pretend character and what happens to him/her. You will be sure to imagine what he is like, where he is, what he does, and especially the trouble he gets into! (Tuck in a reminder that students can rehearse these stories by touching the pages of their books and telling the story before writing.)</p>

		<p>At this point in the unit, students should practice storytelling, moving through the process of making up characters, giving characters, names and traits, and then imagining adventures. They can do this with partners, independently by touching pages or telling across their fingers, or do some fun whole class story telling together in shared writing experiences.</p> <p><u>Dreaming our stories</u> W.1.3, SL.1.1 (Generating) Writers, something that authors use to come up with fuel for their storytelling is their everyday lives and experiences. One thing that writers of realistic fiction stories do is they use a typical day from the moment they wake up to the moment their head hits the pillow to come up with some stories that might just happen. So today I want to teach you that another way to dream up a story is by thinking about the places you go, like the playground, and the things that happen there. Then you can make stories about what might go on using characters from your imagination.</p> <p><u>Becoming your own writing coach</u> W.1.3 SL.1.1 Writers, you're really becoming grown up writers! I notice that you are spelling words all on your own, getting new booklets for brand new books all on you own, etc... That's great because writers must take charge of their own writing and set plans for what to do next instead of waiting for directions. Today I want to teach you that one way you can help yourself making plans for what to do next in your writings is by using the chart to see what you already did and what your next step might be. (Refer to circular fiction writers chart) <i>Possible mid-workshop teaching point/share-</i> Writers remember that we can coach ourselves to include each part of the story, but we can also coach ourselves to add different kinds of details in our stories. (Refer to small moment details chart- Action, Thought, Dialogue, Feeling)</p>
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Assessment: Benchmark
Conference notes
Teacher observations

Week	Goals	Suggested Mini-lessons (aligned to CCSS)
2	<p>Students will 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.1.3</p> <p>Students will use resources available for spelling.</p> <p>Students will develop stamina as writers.</p> <p>With guidance and support from adults, students will recall information from experiences or gather information from provided sources to answer a question</p>	<p><u>Writers solve problems for their characters</u> W.1.3, SL.1.1 Writers, today I want to teach you that once we give our characters a problem, we have to figure out how to get them out of trouble! One way that we can come up with an ending to our story is by thinking of different ways we can get our characters out of trouble and then choosing the one that we think would fit best. <i>Possible mid-workshop teaching point-</i> Writers don't just get their characters out of trouble, they say a bit more to let the readers know how they felt at the end of the story.</p> <p><u>Characters lead us to our story's problem</u> W.1.3, SL.1.1 (Drafting Leads) Writers, today I want to teach you that once we have come up with a character we love—someone we know inside and out—we imagine different kinds of problems our character might face and put our character into moments of trouble. Then, we write lots of first pages to different story ideas that we'll later turn into books.” <i>Mid-workshop teaching point:</i> “Sometimes writers get ideas for our stories by thinking of the books we love and how we might change them around to make them our own. Like we could think of (add class example) and how (the character) really wanted (whatever), but something new gets in the way and then....”</p> <p><u>Spelling those fancy words well</u> Writers, you've all been writings some amazing realistic fiction stories, full of action and feelings. Because our writing is so full of amazing detail, we run into the fancy words that bring “sparkle” to our stories. These words are awesome but can sometimes be hard to spell. Today I want to remind you that when you are picking fancy words for your writing you can spell those words the best you can by: (choose or review old anchor chart)</p> <ul style="list-style-type: none"> - Listening for little words we know inside of bigger words - Using rhymes - Writing the word part by part - Listening for syllables, then writing the sounds we hear in each syllable

		<p><u>Using checklists to set goals W.2.3, W.2.5</u></p> <p>Writers, today I want to teach you that we can use tools to give ourselves advice for our work! One way to do that is by using a checklist and asking yourself, “What am I doing well as a writer, and what do I want to work on next?”</p> <p>(Use narrative checklist, allow students to explore their own work through the lenses of the checklist.)</p> <p><i>Possible share-</i> Invite students to share their best piece with their partner or a small group. Be sure students speak to why this piece was chosen.</p>
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Assessment: Conference notes

Week	Goals	Suggested Mini-lessons
3	<p>Students will improve their writing through revision and editing.</p> <p>Students will develop stamina as writers.</p> <p>Students will 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.1.3</p> <p>Students will participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.</p> <p>Students will acquire multiple strategies to support elaboration</p> <p>Students will learn to develop complex characters and use those characters to drive the sequence and progression of the story</p> <p>Students will rehearse several possibilities for how the problem in the story will be solved</p>	<p>Bend Two- Writing a series</p> <p><u>Beginning a series (Immersion/Inquiry)</u> Writers, we've seen that sometimes writers dream up a characters SOOOO amazing that they stick with that character for a bit and write more than one story about him or her. Today, let's look at some of our favorite series and notice what they have in common. Put out some series books like <i>Elephant and Piggie</i>, <i>Henry and Mudge</i>, <i>Poppleton</i>, <i>Little Bear</i>, etc... Generate a list similar to the one below, noting the characteristics of series books.</p> <ul style="list-style-type: none"> • Series use the same pretend characters • Series start with a new day or night in each story • Series include the same friend, pet, brother, or sister • Series tell different adventures or episodes <p>This is a great place to insert some shared writing and storytelling.</p> <p><u>Writing the first book in a series</u> Writers, when an author writes "Book One" for his/her series, it is like that author is introducing the main character of the series to the readers. Because of that, authors must take time to tell a lot of important details about their characters in book one so that the readers can really get to know and understand the characters that they'll be seeing across many books in the series. (Sample anchor chart below) Book One of a Series Has</p> <ul style="list-style-type: none"> • Who the character is • Where the character lives • What the character likes • How the character feels • What the character's best friends are • Important background information • How the character comes to be in a place • How the character becomes friends with other characters

With guidance and support from adults, students will recall information from experiences or gather information from provided sources to answer a question.
W.1.8

Characters aren't always quiet...

Writers, authors need to 'unfreeze' their characters, making them move, and talk, and think. This brings our stories to life for our readers. Today, let's zoom in on making our characters talk to each other because talking can show what is happening, how characters feel, and even what they are thinking.

Choose from the following dialogue teaching points:

We can use dialogue well by:

- Making sure that if one character speaks, the character he was talking to answers (conversation)
- Using dialogue tags that tell the reader how the character was speaking (moving beyond said)
- Using speech bubbles for talk
- Tying action to dialogue (For example, She jumped up and down screaming, "Stop that!")

Revising with our teaching authors next to us (Revision party) STUDENTS MUST BRING A FAVORITE SEREIS BOOK WITH THEM TO THE RUG

Writers, today I thought we'd invite some of our favorite series authors to revise right here with us! (Show them some of the books you've brought to the carpet.) Here's Cynthia Rylant. She is one of my favorite writing teachers! Today I want to teach you that one way to revise your own writing, making even better, is to study what a favorite author has done and try that out in your own writing.

Some modeling points may include:

- Describing the setting
- Make the action exciting
- Give lots of details for new characters
- Add special kinds of details to their pictures
- Make a pattern
- Add POP-OUT words
- Show characters' strong feelings in pictures
- Repeat action in pictures and words

		<p><u>Editing</u> W.1.3, W.1.5, RF.1.2a-d, RF.1.3a Writers give their pieces one last look to make sure their work will be readable. Writers can do this by rereading their writing and using an editing checklist. Possible Mid-workshop teaching point- Writers also reread their writing and edit with their editing checklist with their partner.</p> <p>PUBLISH WITH A MID-UNIT CELEBRATION Consider allowing students to make a box set, using a cereal box that has been decorated to match their first series.</p>
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Assessment: Conference notes

Week	Goals	Suggested Mini-lessons
4	<p>Students will improve their writing through revision and editing.</p> <p>Students will use resources available for spelling</p> <p>Students will demonstrate understanding of the organization and basic features of print. RF.1.1</p> <p>Students will 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.1.3</p> <p>With guidance and support from adults, students will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.5</p> <p>With guidance and support from adults, students will use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6</p> <p>Students will participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.1</p>	<p>BEND 3: Learning more about the genre and ourselves as writers (Start a new series)</p> <p><u>Asking ourselves, “How real are our realistic fiction stories?”:</u> Writers, we can hear that realistic fiction has the word REAL inside of it. That is because realistic fiction stories are stories that not only COULD really happen but WOULD PROBABLY happen. They are believable the kinds of problems in the books are the same kinds of problems that happen in our everyday lives. So today I want to teach you that you can make sure your realistic fiction stories are believable by using your thinking of your own experiences as you write out each adventure for your characters.</p> <p><u>Show, Not Tell details (description)</u> Writers, our favorite authors have taught us so much about telling realistic fiction stories well! We read them noticing how the characters they’ve ‘pretended’ feel so real! Well we can do that too. Today I want to teach you that we can show, not tell tiny realistic details that bring our characters to life by picturing our stories, and then adding lots of the realistic, exact details that we are picturing to our writing. Some other show, not tell teaching points include for other minilessons or mid-workshop teaching points: We can show,not tell the readers by:</p> <ul style="list-style-type: none"> • Using actions that demonstrate feelings • Using dialogue tags that show how the character is talking • Writing thoughts that show how the characters feel • Writing how they react to a problem <p>-Demo examples: Start with a description of the weather or Start with a small action</p> <p><u>Act it Out W.1.3, SL.1.1</u> We know that authors never really work alone. They rely on writing partners and editors to help them make their writing the best it can be. So today I want to teach you that one way writing partners help each other to add detail is acting out a scene noticing every movement and word that our writing partner said. By watching closely we can add more about the big feelings, and thoughts of our characters.</p>

		<p><u>Making chapter books</u> Writers, some of you have noticed that some of our favorite series authors are writing books with chapters. Like in Fly Gly or Henry and Mudge, each book has small parts that tell the readers about a specific part. Today I want to teach you that you can create chapters for your books by dividing your stories into Part One (the beginning), Part Two (the middle or TROUBLE), and Part 3 (The end... FIXING THE TROUBLE)</p> <p><u>Noticing patterns in our favorite series books (pgs 116-119)</u> “Writers, today I want to teach you that famous writers like Cynthia Rylant play with patterns to stretch out parts of their stories. One way they do that is to work in three details, or three examples, when describing something. (Henry and Mudge provides great examples of this.) Example from <u>Henry and Mudge and the Happy Cat</u>: “It loved three things about Henry’s house. It loved the towel closet. It loved the bathtub. And it loved Mudge.”</p>
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Assessment: Conference notes

Week	Goals	Suggested Mini-lessons
5	<p>Students will improve their writing through revision and editing.</p> <p>Students will use resources available for spelling</p> <p>Students will demonstrate understanding of the organization and basic features of print. RF.1.1</p> <p>Students will 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.1.3</p> <p>With guidance and support from adults, students will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.5</p> <p>With guidance and support from adults, students will use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6</p> <p>Students will participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.1</p>	<p>Getting ready for our final publications: <u>Revising our stories bit by bit</u> W.1.3, W.1.5, SL.1.1 Writers, today we are about to start my favorite part of each writing unit. We are going to choose a story to publish. Wow. This is such important work because something that all writers do is look back at their best work and then... make it better. So today I will teach you one way that writers revise is to make mind movies of our exact story and imagine we are the main character, living through each part. We try to write down, bit by bit, exactly what we are imagining so our readers can picture it, too. We know the tiniest details help our readers out a lot.</p> <p><u>Saying more with our pictures</u> Writers, we know that pictures are not just there to make our writing look pretty, they are there to help tell the story. So today I want to teach you that you can use the illustrations to give the readers extra information about the story by adding little details to the setting or the characters.</p> <p><u>Punctuation Party (see pg. 135 for post-it ideas)</u> Writers, today we are going to study how important punctuation can be for the reader. Punctuation is the way that writers give orders to their readers, telling them how that part of the book should sound. One way we can make sure our punctuation gives the correct orders is by rereading our work aloud, and when they want a part to sound full of feeling, they add an exclamation point. When they want the character to sound like he/she is wondering or questioning, add a question mark.</p> <p>Publish: Kids will make new book sets for their new series. They may want to include back cover blurbs or Meet the author pages. You can celebrate by having your students read their books to their upper-grade book buddies, to parents, or to members of the local senior center. You may even want to place these books in your classroom library for everyone to read and share.</p>

Assessment:

Conference notes

Benchmark:

- Writers, you are now expert authors of realistic fiction. You have learned so much about how to create realistic characters and carry them through a big problem in a story. Today, we are going to continue to celebrate by looking at our very first realistic fiction piece and rewriting it with all of the knowledge that we now have.

V. Course Materials

While teachers have access to the comprehensive Calkins' unit plans in desk or e-book, additional supporting texts are provided in a professional library in each elementary school or through the Language Arts Department office. For example, *The Continuum of Literacy Learning for Grades PreK-2* and *The Continuum of Literacy Learning for Grades 3-8* by Gay Su Pinnell and Irene C. Fountas guide differentiated teaching to support varying independent reading levels in the classroom. Some other building resources include Frank Serafini's books on reading workshop lessons in comprehension and *Poetry Lessons: Everything You Need* (Perfect, 2005).

The district partners with Schoolwide (<http://www.schoolwide.com/>) to further support the use of standards-based writing scaffolds, rubrics, and routines in addition to ambitious non-fiction reading and writing lesson and unit planning. In Grades 1-5, teachers are provided with three different grade-specific units as resources: Launching Writing Workshop; Nonfiction Reading; and Nonfiction Writing.

In addition, the following grade-specific district resources support explicit teaching of word study:

Grade K:	<i>Grade K Phonics Lessons</i> (Fountas & Pinnell, 2003) <i>Grade K Handwriting</i> (Zaner-Blouser, 2012)
Grade 1:	<i>Grade 1 Phonics Lessons</i> (Fountas & Pinnell, 2003) <i>Grade 1 Handwriting</i> (Zaner-Blouser, 2012) <i>Grade 1 Instructional Spelling</i> (Rolfe, 1998) <i>Grade 1 Instructional Spelling Assessment Sentences</i> (Rolfe, 2012)
Grade 2:	<i>Grade 2 Handwriting</i> (Zaner-Blouser, 2012) <i>Grade 2 Instructional Spelling</i> (Rolfe, 1998) <i>Grade 2 Instructional Spelling Assessment Sentences</i> (Rolfe, 2012) <i>Schoolwide Fundamentals of Grammar and Conventions</i> (2014)
Grade 3:	<i>Grade 3 Instructional Spelling</i> (Rolfe, 1998) <i>Grade 3 Instructional Spelling Assessment Sentences</i> (Rolfe, 2012) <i>Sadlier Grammar Workshop Green Level Common Core Enriched Edition</i> (2013)
Grade 4:	<i>Grade 4 Instructional Spelling</i> (Rolfe, 1998) <i>Grade 4 Instructional Spelling Assessment Sentences</i> (Rolfe, 2012) <i>Sadlier Grammar Workshop Orange Level Common Core Enriched Edition</i> (2013)
Grade 5:	<i>Sadlier Grammar Workshop Orange Level Common Core Enriched Edition</i> (2013) <i>Teacher-Constructed Vocabulary Units using Vocabulary A-Z</i> (2013)

Literacy Classrooms have a classroom library of leveled texts and a classroom subscription to *Time for Kids*.

In addition, teachers are provided with access to several technology-based resources:

- Reading A-Z (<http://www.readinga-z.com/>)- a multitude of teacher materials consistent with our program specifications and aligned to the Common Core State Standards
- Star Walk Media (<http://www.starwalkkids.com/>)- a digital classroom that concentrates on high quality, trade book nonfiction with Common Core State Standards-based lesson suggestions
- Time for Kids online access: Interactive Digital Editions and archived of lessons

VI. Assessments

Formative Assessments

- Anecdotal Notes
- Conferring Notes

The Teachers College Independent Reading Level Benchmarks provide a guide for expectations

(http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B404rJALRaGweWc1am0zcmJ3THM).

Example of an assessment: <https://vimeo.com/16004806>

- Student Book logs
- Teachers College Writing Rubrics

Summative Assessments

- Schoolwide Rubrics
- Teachers College Writing Rubrics

VII. Interdisciplinary Connections and Alignment to Technology Standards

- English/Social Studies (TBD Summer 2015)
- English/Media Arts (TBD Summer 2015)
- See District Standards Alignment to the following:
 - Technology standards, <http://www.state.nj.us/education/cccs/standards/8/>
 - Workplace readiness standards, <http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>
 - 21st Century Content Standards (<http://www.state.nj.us/education/cccs/standards/9/#91>)

Appendix A- Suggested Daily Literacy Time

Students spend approximately 2 hours of literacy instruction each day in the following suggested instructional structures:

Reading Workshop 50 minutes

Mini lesson	7-15 minutes
Conferring/Small Group Work (Students are independently reading)	30-40 minutes
Share	5 minutes

Writing Workshop 45 minutes

Mini lesson	7-15 minutes
Conferring/Small Group Work (Students are independently writing)	30-40 minutes
Share	5 minutes

Read Aloud or Word Study 25 minutes

Appendix B- Reading Workshop Planning Sheet

Focus:	
Connection: Students learn why today’s instruction is important to them as readers and how the lesson relates to their prior work. The idea is that our foundation gives us strength. The beginning of any lesson should add strategies and skills by accessing the building blocks laid out in previous lessons.	Named teaching point:
As readers we’ve been working on... Something I’ve noticed... Good readers often...	Today I want to teach/show you...
Teach: Every day, we share the secrets of how readers can explore new thoughts, foreign lands, and live the lives of characters in a book. As the master reader, the teacher must show the students how to apply these new strategies by demonstration (modeling how and when readers use this strategy), explaining and showing an example; involving the class in shared inquiry; or taking them through guided practice.	
When I read... Watch me as I... Readers sometimes stop and...	Think aloud for demonstration... Stopping points
Active Engagement/Involvement: Now it’s their turn... Let the students know that now they can have a go with your support. The students are given a chance to quickly practice what has just been taught or to share noticings about the demonstration in order to understand a kind of thinking about reading that they can try <u>in their own reading work</u> .	
Turn and talk... Now it’s your turn... Stopping Point	As I was listening, some great reading work that I noticed was...
Link: The teacher reiterates what has been taught, adding it to student’s growing repertoire. Students are reminded that todzzay’s lesson pertains not only to today, but to every day.	Mid-workshop teaching point:
Today and every day as readers you may...	Readers, listen to how _____... Readers, I want to remind you that... Readers, check to see if you...
Focus of Share: Readers, share your reading work with your partner... Turn and talk... Readers, listen to the really smart thing that _____ did to help him understand the story/figure out a word. Do you see how he/she...	

Appendix C- Sample Workshop Conferring Log

Student's Name: _____

Date of Conference	What I noticed... [Compliment]	What I taught... [Teaching Point]	Possible next steps...

Appendix D- Partnership/Small-Group Conversation Support

These are some things to say to keep your conversation going and to grow ideas!

- Something I think is _____. I know this because (give examples from the text)
- Something I'm wondering about is _____.
- That reminds me of my book because _____.
- So, what you're saying is (say what you think they said).
- This is important because _____.
- That makes me think _____.
- Here's a place in the book that shows that. (Show them).
- I agree with you because _____.
- I disagree with you because _____.

You can also ask questions.

- What do you mean?
- Why do you think that?
- What does that make you think?
- What does that have to do with the story?
- Can you please say more about that?
- Why do you think that?
- How do you know?
- Could you please show me a place in the story where that happens?
- Why do you think that's true?

Appendix E- Instructional Skeleton for Guided Reading

<p>Book Introduction (Before Reading)</p>	<p>Teacher provides a brief summary of the book. He/She may lead a picture walk. Difficult vocabulary is introduced.</p> <p>Teacher sets the purpose for reading by teaching into the level characteristics of the instructional text.</p>	<ul style="list-style-type: none"> • “Today we’ll be reading. It’s a book all about...” • “Let’s look through the pages and say how the story might go...” • “Some tricky words you might meet in your reading are... Look at the page, frame the word _____ with your finger.” • “As we explore ___ books, something you may notice is...”
<p>Independent Reading</p>	<p>Students read while teacher confers one-on-one</p> <p>Teacher takes conferring notes</p>	<ul style="list-style-type: none"> • Follow conferring prompts... • “I can see you are the kind of reader who (compliment),,,” or “I like how you” • “Something I’d like to teach you is...” • “Something good readers do is...”(teach) • “As you read, remember to...” (link)
<p>Link</p>	<p>Discuss the common teaching point that would benefit the whole group. (You may rely on some specific examples from your conferences.)</p>	<ul style="list-style-type: none"> • “Something we’ve encountered today in our reading is...” • “Whenever you’re reading...” • “How did your strategy help you in your reading work today?”

Appendix F- Book Club Log

Club Name _____ Date _____

Members _____

How much did you read?

Page Started	Time Started
Page Finished	Time Finished
Total Pages Read	Total Minutes Read

What did you talk about? What was the idea you were discussing?

Is there anything important the teacher needs to know?

Tonight's Homework

Pages to be read	Minutes to be read
Ideas we'll explore	

Signature _____

Appendix G- The Structure of a Writing Conference

Conferences follow a predictable pattern. This pattern allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing. With this in mind, every conference should consist of the following four components: research, decide, teach, and link. The terminology and strategies are based on *The Conferring Handbook within the Lucy Calkins Writing Workshop*.

Research:

The term simply refers to a teacher observing a child and noting, "What is this child accomplishing successfully, and what can I do to bring him/her one step further?" Although the research component of a conference is extremely valuable, it should only take up a couple of moments. The following are some of the vital components to the researching segment of a writing conference:

Observation:	<ul style="list-style-type: none">- Take a few moments to stand back and watch the student before approaching him or her. This will allow you to note some writing behaviors and estimate what you think he or she is trying to accomplish as a writer that day.
Establish a comfortable atmosphere:	<ul style="list-style-type: none">- Grab a chair and sit next to the child so that you are eye to eye and knee to knee.- Ask the child to hold his/her piece out so that you can both see the writing, but not removing it from his/her grasp.
Identifying the goal the child has set for his/her work:	<ul style="list-style-type: none">- Ask specifically, "What are you working on as a writer today?"- Have the child read his work to you, or read it together. Then, discuss the progress and give the child a compliment on one aspect of his/her writing that you would like the child to carry over to future pieces.

By asking, "What are you doing as an author today?" conversations take on a whole new depth. Students are asked to name their intentions to give teachers an understanding of what a child is trying to accomplish (even if that was not apparent by looking at the paper). This also gives each child the opportunity to express his/her thinking about writing.

Appendix G- The Structure of a Writing Conference (Continued)

Decide:

The next part of the conference can definitely be the hardest. The key is to choose a teaching point that will help the child's writing abilities as a whole, not just on this one piece. Listed below are just a few common teaching points that will help children become skilled independent writers in the primary grades:

"What story does this picture tell?"	"Just like a camera, let's zoom in on exactly what happened in that moment."
"How can you help tell your story with words?"	"Can you paint that picture in my mind with words?"
"Let me show you how to add that with words."	"Let me show you how spaces help the reader read your work."
"Wow, your reader definitely needs to hear that."	"Does that sound right to you? Can you think of a way to make it more clear for your reader?"
"Let me help you stretch that out."	"How can we add to that piece to make it even better?"
"Writers use the resources around them to make their writing easier for their reader to read." (word wall words)	"Let me show you how re-reading helps me as an author."
"Authors use punctuation to tell their readers how the words should sound when you read them."	"Did you know famous authors re-read their words to make a plan for what's coming next?"
"What did you do to show that you felt _____? Can you put that down in words?"	"Let me show you how authors make a plan before they put their pencils on the paper."

Appendix G- The Structure of a Writing Conference (Continued)

Teach

The following sentence stems provide a basis for coaching student writers:

- "It would really help the reader of your story if..."

- "I've been watching all of the wonderful things you've been doing as a writer, and I think I have one more thing that could help you."

- "I think that _____ would make that great thought much more clear for your reader."

Appendix E- The Structure of a Writing Conference (Continued)

Link:

The link is our way of ending a conferring conversation. The primary goal for a writing conference is to always have the child use the skills were modeled in their future writing, so when exiting a conference, it is important to define how the child has made the piece better and to remind him/her to continue to use this skill as an author.

Appendix H- The Instructional Skeleton for Interactive Writing

Part	Brief Description	Language Prompts
Setting Purpose	Students and teacher decide what to write, the structure of the piece, and the audience	“What’s the big message?” “Today, let’s...” “Turn and talk...”
Oral Rehearsal Model Planning	Model types of thinking a write would include in text structure Touch the page to plan where the words will go (Count each word across your fingers or make lines for each word)	“What should/could this message say?” “How could we say...” (Allow time for turn and talk) “Where are the words going to start?”
Write/Engagement	Teacher and student write together. Students are called up to write on the paper. Other students use a white board.	“Let’s think about how that word goes...” “What sounds do we hear?” “Can we find a place in our room where that word lives?”
Closure	Read the message together and decide how to deliver it.	“Let’s read our writing to make sure it sounds just the way we’d like it to.”

Appendix I- The Instructional Skeleton for Close Reading

Part	Brief Description	Language Prompts
First Read	Read the text/view the video to get a first impression or first thoughts about the content.	“What does this make you think?” (Turn and Talk)
Reread through specific lenses.	Reread/view the same small portion of text or video looking through a very specific lens, noting particular types of details or structures. Record those details. This highlights text evidence first.	“Let’s watch this through the lens of...” “Pay attention to the _____ details in this section.” “Record or highlight the details that fit _____ lens.” “Turn and tell your partner the parts that you noted and why.”
Find patterns in the details.	Look for ways that the details or parts of the text highlighted fit together.	“Which details seem to fit with each other?” “Can you find a pattern across those details?” “Talk to you partner about the details that seem to fit together.”
Grow new ideas	By studying the details that fit together, grow a new idea about the text. (Many times these theories or ideas may be about character feelings or characteristics, themes, new understandings about a topic...)	“How do this all go together?” “What does that make you think about _____?” “What do you now understand about?” “Tell your partner about a new idea you’ve grown from this reading.”

Appendix J- Course of Study Alignment to the Grade-Specific Common Core State Standards (CCSS)

CCSS (<http://www.corestandards.org/ELA-Literacy>)

The following numbers listed after each CCSS note the unit where the standard is addressed within the curriculum:

Reading Units

Unit R1: Readers Build Good Habits

Unit R2: Tackling Trouble

Unit R3: Readers Meet the Characters in Books

Unit R4: Nonfiction Readers Learn about the World

Unit R5: We Can Be Our Own Teachers When We Work Hard to Figure Out Words

Unit R6: Reading across Genres to Learn about a Topic

Unit R7: Dramatizing Characters and Deepening Our Comprehension through Book Talk

Unit R8: Readers Can Read about Science Topics to Become Experts

Writing Units

Unit W1: Launching in Small Moments

Unit W2: Writing for Readers

Unit W3: Realistic Fiction

Unit W4: Opinion Writing: Letters and Speeches

Unit W5: Procedural Writing

Unit W6: Authors as Mentors: Craft and Revision

Unit W7: Informational Books

Unit W8: Poetry: Powerful Thoughts in Tiny Packages

Instructional Spelling Program = IS

Read Aloud Work = RA

Small Group or Conferring Work = SG or CW

Reading: Literature » Grade 1

Key Ideas and Details

[CCSS.ELA-Literacy.RL.1.1](#) Ask and answer questions about key details in a text. **R 1, 2, 3, 5, 7; SG; CW**

[CCSS.ELA-Literacy.RL.1.2](#) Retell stories, including key details, and demonstrate understanding of their central message or lesson. **R 1, 2, 3, 5, 7; SG; CW**

[CCSS.ELA-Literacy.RL.1.3](#) Describe characters, settings, and major events in a story, using key details. **R 3, 7; SG; CW**

Craft and Structure

[CCSS.ELA-Literacy.RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **R 3, 5, 7; SG; CW**

[CCSS.ELA-Literacy.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. **R 1, 2, 5, 6**

[CCSS.ELA-Literacy.RL.1.6](#) Identify who is telling the story at various points in a text. **R 3, 5, 7**

Integration of Knowledge and Ideas

[CCSS.ELA-Literacy.RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events. **R 1, 2, 3, 5, 7**

(RL.1.8 not applicable to literature)

[CCSS.ELA-Literacy.RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories. **R 3, 7**

Range of Reading and Level of Text Complexity

[CCSS.ELA-Literacy.RL.1.10](#) With prompting and support, read prose and poetry of appropriate complexity for grade level. **RA**

Reading: Informational Text » Grade 1

Key Ideas and Details

[CCSS.ELA-Literacy.RI.1.1](#) Ask and answer questions about key details in a text. **R 1, 2, 4, 8**

[CCSS.ELA-Literacy.RI.1.2](#) Identify the main topic and retell key details of a text. **R 4, 8**

[CCSS.ELA-Literacy.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text. **R 4, 6, 8**

Craft and Structure

[CCSS.ELA-Literacy.RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **R 2, 4, 5, 8**

[CCSS.ELA-Literacy.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. **R 4, 5**

[CCSS.ELA-Literacy.RI.1.6](#) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **R 4, 6, 8**

Integration of Knowledge and Ideas

[CCSS.ELA-Literacy.RI.1.7](#) Use the illustrations and details in a text to describe its key ideas. **R 4, 8**

[CCSS.ELA-Literacy.RI.1.8](#) Identify the reasons an author gives to support points in a text. **R 4, 8**

[CCSS.ELA-Literacy.RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **R 4, 8**

Range of Reading and Level of Text Complexity

[CCSS.ELA-Literacy.RI.1.10](#) With prompting and support, read informational texts appropriately complex for grade 1.
RA

Reading: Foundational Skills » Grade 1

Print Concepts

[CCSS.ELA-Literacy.RF.1.1](#) Demonstrate understanding of the organization and basic features of print. **R 1, 2, 5; W 1, 2; SG; CW**

[CCSS.ELA-Literacy.RF.1.1a](#) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

[CCSS.ELA-Literacy.RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **R 2, 5; W 2; IS; SG; CW**

[CCSS.ELA-Literacy.RF.1.2a](#) Distinguish long from short vowel sounds in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.2b](#) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

[CCSS.ELA-Literacy.RF.1.2c](#) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.2d](#) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

[CCSS.ELA-Literacy.RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words. **R 2, 5; W 2; IS; SG; CW**

[CCSS.ELA-Literacy.RF.1.3a](#) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

[CCSS.ELA-Literacy.RF.1.3b](#) Decode regularly spelled one-syllable words.

[CCSS.ELA-Literacy.RF.1.3c](#) Know final -e and common vowel team conventions for representing long vowel sounds.

[CCSS.ELA-Literacy.RF.1.3d](#) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

[CCSS.ELA-Literacy.RF.1.3e](#) Decode two-syllable words following basic patterns by breaking the words into syllables.

[CCSS.ELA-Literacy.RF.1.3f](#) Read words with inflectional endings.

[CCSS.ELA-Literacy.RF.1.3g](#) Recognize and read grade-appropriate irregularly spelled words.

Fluency - R 1, 2, 5; SG; CW

[CCSS.ELA-Literacy.RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-Literacy.RF.1.4a](#) Read grade-level text with purpose and understanding.

[CCSS.ELA-Literacy.RF.1.4b](#) Read grade-level text orally with accuracy, appropriate rate, and expression.

[CCSS.ELA-Literacy.RF.1.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Types and Purposes

[CCSS.ELA-Literacy.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 4**

[CCSS.ELA-Literacy.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 7**

[CCSS.ELA-Literacy.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, 2, 3, 6**

Production and Distribution of Writing

(W.1.4 begins in grade 3)

[CCSS.ELA-Literacy.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. **W 1, 2, 3, 4, 5, 6, 7, 8; SG; CW**

[CCSS.ELA-Literacy.W.1.6](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W 5, 8**

Research to Build and Present Knowledge

[CCSS.ELA-Literacy.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). **W 5**

[CCSS.ELA-Literacy.W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **R 4, 6, 8; W 7**

(W.1.9 begins in grade 4)

Range of Writing

(W.1.10 begins in grade 3)

Speaking & Listening » Grade 1

Comprehension and Collaboration [The structures of reading and writing workshop provide consistent conversations in the standards below.]

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.SL.1.1a](#) 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.ELA-Literacy.SL.1.1b](#) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

[CCSS.ELA-Literacy.SL.1.1c](#) Ask questions to clear up any confusion about the topics and texts under discussion.

[CCSS.ELA-Literacy.SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-Literacy.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.

Presentation of Knowledge and Ideas

[CCSS.ELA-Literacy.SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-Literacy.SL.1.5](#) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[CCSS.ELA-Literacy.SL.1.6](#) Produce complete sentences when appropriate to task and situation.

Conventions of Standard English

[CCSS.ELA-Literacy.L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **IS; SG; CW**

[CCSS.ELA-Literacy.L.1.1a](#) Print all upper- and lowercase letters.

[CCSS.ELA-Literacy.L.1.1b](#) Use common, proper, and possessive nouns.

[CCSS.ELA-Literacy.L.1.1c](#) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

[CCSS.ELA-Literacy.L.1.1d](#) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

[CCSS.ELA-Literacy.L.1.1e](#) 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.ELA-Literacy.L.1.1f](#) Use frequently occurring adjectives.

[CCSS.ELA-Literacy.L.1.1g](#) Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

[CCSS.ELA-Literacy.L.1.1h](#) Use determiners (e.g., articles, demonstratives).

[CCSS.ELA-Literacy.L.1.1i](#) Use frequently occurring prepositions (e.g., *during, beyond, toward*).

[CCSS.ELA-Literacy.L.1.1j](#) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

[CCSS.ELA-Literacy.L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **W 1, 2; IS; SG; CW**

[CCSS.ELA-Literacy.L.1.2a](#) Capitalize dates and names of people.

[CCSS.ELA-Literacy.L.1.2b](#) Use end punctuation for sentences.

[CCSS.ELA-Literacy.L.1.2c](#) Use commas in dates and to separate single words in a series.

[CCSS.ELA-Literacy.L.1.2d](#) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

[CCSS.ELA-Literacy.L.1.2e](#) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

(L.1.3 begins in grade 2)

Vocabulary Acquisition and Use

[CCSS.ELA-Literacy.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. **R 2, 5; RA**

[CCSS.ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.1.4b](#) Use frequently occurring affixes as a clue to the meaning of a word.

[CCSS.ELA-Literacy.L.1.4c](#) Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

[CCSS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. **R 7; RA**

[CCSS.ELA-Literacy.L.1.5a](#) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

[CCSS.ELA-Literacy.L.1.5b](#) 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).

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

[CCSS.ELA-Literacy.L.1.5d](#) 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.1.6](#) 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*) **R 3, 4, 5, 6; W 4**