



Grade 1 - Unit 1 - Engaging Young Readers and Writers

Unit Focus

Readers are Thinkers launches first graders into reading with engagement, motivation, and self-reflection. The teacher will introduce the routines and procedures of readers' workshop, the classroom library and whole group instructional spaces while emphasizing student perseverance and stamina. First graders will reflect on their choices and set goals for themselves as individuals and as a community of readers and writers. The teacher will model active listening, book choice, choosing a just right book and reading stamina to guide mini-lessons and small group instruction. Students will increase their reading stamina and begin setting goals and become more independent. These lessons will serve as instructional guides to help monitor student growth and independence toward the decision making and critical reflection goals of the unit. First graders will find and reflect on their reading spots, book choices, and stamina to set goals as independent reading times increase and teachers have the important opportunity to confer with readers.

In *Taking Charge of Our Writing Lives* teachers launch the year by modeling how to try out new ideas, strategies and the reward of writing a story to entertain a reader. Teachers model the idea that writers not only share ideas, they think about creating messages that other readers can understand. Teaching points are chosen in interactive writing and provide opportunities for guided instruction separate from process writing while building confidence and strategies for encoding and editing. Teachers will support the students as they problem solve, take risks independently and build writing stamina. Students will create graphic organizers as a way to generate ideas that are really important to them. Time will be taken during the first few days to have students use their organizers to tell oral stories to one another and to then try out drawing and writing their stories over three pages. Students will learn how to access writing supplies and to organize their material. Teachers will conference with students to reinforce modeled strategies during independent practice.

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
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| Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 1<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">Ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL.1.1)Demonstrate understanding of the organization and basic features of print. (CCSS.ELA-LITERACY.RF.1.1)Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELA-LITERACY.RF.1.1.A)Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.1.2)Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS.ELA-LITERACY.RF.1.2.A)Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS.ELA-LITERACY.RF.1.2.B)Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS.ELA-LITERACY.RF.1.2.C) | <i>Students will be able to independently use their learning to...</i> T1 Choose and read across genres and texts for specific purposes. T2 Listen, exchange, evaluate, and build upon ideas. | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <i>Students will understand that...</i> U1 Readers use appropriate strategies to construct meaning from texts. U2 Readers apply knowledge of phonics and word analysis skills in decoding words. U3 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting. U4 Rules of grammar, spelling and mechanics are conventions of language that guide writers and readers. | <i>Students will keep considering...</i> Q1 What's my strategy for reading this text? How do I know if it is working? Q2 What do good readers do? Q3 Why do we have/need rules of language? Q4 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing? Q5 How does following the writing process help a writer craft an effective piece of writing? |

Stage 1: Desired Results - Key Understandings

- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (*CCSS.ELA-LITERACY.RF.1.2.D*)
- Know and apply grade-level phonics and word analysis skills in decoding words. (*CCSS.ELA-LITERACY.RF.1.3*)
- Decode regularly spelled one-syllable words. (*CCSS.ELA-LITERACY.RF.1.3.B*)
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (*CCSS.ELA-LITERACY.RF.1.3.D*)
- Recognize and read grade-appropriate irregularly spelled words. (*CCSS.ELA-LITERACY.RF.1.3.G*)
- Read with sufficient accuracy and fluency to support comprehension. (*CCSS.ELA-LITERACY.RF.1.4*)
- Read grade-level text with purpose and understanding. (*CCSS.ELA-LITERACY.RF.1.4.A*)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (*CCSS.ELA-LITERACY.RF.1.4.B*)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (*CCSS.ELA-LITERACY.RF.1.4.C*)
- Writing
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (*CCSS.ELA-LITERATURE.W.1.8*)
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (*CCSS.ELA-LITERATURE.SL.1.1*)
- 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.1.1.A*)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (*CCSS.ELA-LITERACY.SL.1.1.B*)
- Ask questions to clear up any confusion about the topics and texts under discussion. (*CCSS.ELA-LITERACY.SL.1.1.C*)

Madison Public Schools Profile of a Graduate

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

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Readers choose books they enjoy and can think about.

K2 Writers get ideas for their writing from their own experiences.

K3 Readers and writers use phonics patterns to read and write.

Skill(s)

Students will be skilled at...

S1 Choosing a just-right book for a purpose

S2 Writing about their own experiences

S3 Letter formation of lowercase letters

S4 Alphabetical order

S5 Letter names, keywords, and sounds (short vowels and consonants)

S6 Blending and reading three-sound short vowel words

S7 Phonemic awareness skills: sound manipulation

S8 Sentence dictation procedures: capitalization, period, and word spacing

S9 Sentence proofreading procedures

S10 Reading and writing sight words