

READINGTON PUBLIC SCHOOL DISTRICT
First Grade English Language Arts Curriculum

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I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) phonics/spelling/word study, and (4) speaking and listening. Teachers use research based strategies such as read aloud, shared reading, word work, and interactive writing to develop students' skills. They also use guided reading instruction that helps our youngest learners build in already established reading behaviors. Reading instruction includes a read aloud, shared reading, independent reading and author studies. The centerpiece of the reading program is guided reading. In guided reading students are guided through a series of increasingly challenging leveled texts in small groups. In these small groups, the students learn to coordinate their use of cues (syntactic, semantic, and phonetic) as they gain control over text and read for meaning. The groups are made up of no more than six students in a small group and are dynamic, with group membership changing as teachers assess student needs, focus on different strategies, or move students up the levels of text difficulty.

By the end of first grade, young readers should be able to process texts that are mostly short (eight to sixteen pages), as well as some easy chapter books (forty to sixty pages) that require them to sustain attention and memory over time. Students should be able to process complex sentences when required by a text. In addition to automatically recognizing a large number of words, students should be using word-solving strategies for complex spelling patterns, multi-syllable words, and many words with inflectional endings, plurals, contractions, and possessives. An end-of-year first grader reads many texts silently, following the text with their eyes and without pointing. In oral reading, they reflect appropriate rate, word stress, intonation, phrasing, and pausing.

Children are encouraged to develop their writing abilities through a writing workshop structure. Students write daily for a variety of writing experiences, generate ideas for writing through talking with the teacher and classmates, learn prewriting, drafting and editing strategies and learn the conventions of written language (mechanics) that are appropriate for their age and grade level. In writer's workshop students focus on specific text types: narrative, informative, and opinion. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. Imbedded in the writing instruction is handwriting instruction. Students learn correct pencil grip, formation of letters and numbers and spacing between words. This instruction is centered on a formalized handwriting program adopted by the district.

Phonics, word study and spelling instruction are derived from the research that young readers and writers develop specific understandings over time. Word study includes developing sight word knowledge and spelling instruction. Students develop sight word knowledge through word wall activities, guided reading activities, and repeated reading of familiar text. Students learn phonics through specific instruction in sound/symbol relationships, building word families, guided reading instruction, and repeated reading. At the beginning of the year students are given the Developmental Spelling Analysis Screening Inventory by Kathy Ganske to determine if they are ready for a formalized spelling program. All first graders are ready to begin right away learning patterns of words and exploring the ways that words are made up in order to build word recognition, fluency and comprehension. Students are able to experience the advantages of exploring words through a student-centered approach that is interactive and inquiry-based. The spelling instruction that students receive is grounded in research by Henderson, 1990; Templeton & Bear, 1992; & Kathy Ganske, 2000)

Oral language continues to be developed in first grade. Students learn to listen and respond in a variety of instructional environments. Students learn that effective listeners and speakers can restate, interpret, respond and evaluate what others have said. Viewing instruction seeks to help students to understand how various visual media seek to communicate messages.

Our curriculum is designed to be responsive to the developmental stages. Our differentiated

workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

The first grade literacy program is designed to provide a developmentally appropriate introduction to books, writing and oral communication. The curriculum is rooted in the philosophy that children at this age develop key understandings about literacy that form the foundation for learning to read and write successfully in subsequent school years. The curriculum reflects the current research in early childhood literacy education through its focus on developing oral language competence, concepts about books and print and opportunities to express thoughts in writing.

II. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the elementary school setting include the following:

- Reading Workshop
- Writing Workshop
- Speaking and Listening
- Phonics, Spelling, and Word Study

Reading Workshop: (Approximately 45 minutes daily)

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson (no longer than 15 minutes), independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share. Each day first graders will have time to sit hip-to-hip, one copy of the book between them, reading aloud in unison or taking turns. Students will meet in small groups within the reading workshop. Additional time for small group instruction is provided for students that are struggling readers.

In order for Readers Workshop to be successful teachers should...

- o Establish strong, consistent schedules and learning routines that teach children how to manage their time and activities.
- o Form small guided reading groupings based on observation/performance-based assessment of children's individual literacy behaviors and running record assessments.
- o Individualize reading instruction with each small group of two or three children with similar instructional needs.
- o Use instructional leveled books with simple text and natural language for each small group of children.
- o Maintain an atmosphere that is interactive, lively, and non-competitive to build children's confidence as language and literacy learners.
- o Use observation/performance-based assessments to guide how often each group should meet.
- o Continue to assess students throughout the year.
- o Plan a system for keeping track of children's reading levels and growth and for moving readers along to more challenging texts when they are ready.
- o Embed authentic language and literacy activities (teacher choice and child choice classroom learning centers e.g.; listening center stories, letter/sound/word work with manipulatives, writing center activities related to literature or topics under study in writer's workshop, charted

charts/songs/poems/language experiences activities for re-reading, poetry boxes containing collections of previously read leveled books, read the room activities, puppet and dramatic play opportunities that encourage oral language.

- o Avoid rote worksheet activities.

Writing Workshop: (Approximately 45 minutes daily)

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time & conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writer's workshop begins with a mini-lesson (no longer than 15 minutes) and is followed by independent writing within a specific genre of writing. At times the teacher meets with individual students. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing. The four main goals of writing workshop are for students to find and develop his or her own voice as a writer (i.e. translate what he or she knows, thinks, and feels into oral and written, illustrated stories), develop a piece of writing, from choosing topics to starting and ending a piece of writing, learn how to revisit and make changes to a piece, and understand that writing has everyday purposes.

In order to have a successful writer's workshop teachers should...

- o Establish consistent writing workshop procedures (i.e. illustrating, writing, include your name, and date your work with a stamp, collect writing in a writing folder, publish, and share work with peers).
- o Ensure that writers workshop does not become a handwriting exercise. Practice with letter formation in is based on teacher modeling using the district adopted handwriting program. Handwriting practice is a skill practiced to promote writing.
- o Systematically collect and analyze children's work to inform instruction.
- o Conference with some children every day to support and scaffold their writing.

Speaking and Listening

Oral language is a child's most powerful learning tool. Students reveal their thinking about books through discussion with others. Their talk is a prelude to writing. They learn how words work through listening to, talking about, and working with them. By listening to texts read aloud, they internalize language that they will use as they talk and write. They learn language for a variety of purposes. In the first grade literacy curriculum, we intentionally develop the kind of oral language skills that students need to take them into the future. We focus on two goals:

- o Listening and Speaking- Listening and understanding (listening with attention and remembering details), social interaction (social conventions that make conversation work), extended discussions (Sustain a thread of discussion and respond to others), and content (substantive ideas, be able to explain and describe their thinking).
- o Presentation- The ability to speak effectively to a group; voice (a speaker's personal style), conventions (enunciate words clearly, talk at an appropriate volume, and use an effective pace), word choice (using specific words that match the content), and ideas/content (substantive ideas and content)

Phonics, Spelling, and Word Study:

Students in grade 1 participate in a spelling and vocabulary exploration program developed by the Kathy Ganske, the author of Word Journeys. Students engage in word study activities that are challenging, interactive, and inquiry based. Students explore words and develop an enduring interest in savoring, puzzling over, and coming to know the language we call English. During word study,

students' actively engage in thinking and questioning, as they increase their awareness of how words are spelling and what they mean. They look for common characteristics to help them generalize understandings to other words. The phonics, spelling, and word study part of the literacy curriculum in first grade continues to focus on early literacy concepts, phonological awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency words, word meaning, word structure, and word solving actions. In the first grade classroom, fifteen to twenty minutes a day is focused on explicit, direct phonics instruction. At the beginning of the year, students take a Word Screening Inventory to determine a child's stage of development so that the appropriate portion of the Feature Inventory can be dictated. Students are then placed into small word study learning groups to begin instruction in word knowledge. Units of study in reading and writing provide an emphasis on word solving. Students transfer of their word knowledge to their reading is supported.

Early Literacy Concepts: These are the basics to a child's understanding of print and should be mastered early.

- o Locate the first and last letters of words in continuous text.
- o Recognize one's own name in isolation and continuous text.
- o Understand that one says one word for one group of letters when you read.
- o Understand that the concept of a sentence (as a group of words with ending punctuation).
- o Understand the concepts of letter and word (as a single character or group of characters).
- o Understand the concepts of first and last in written language.
- o Use left-to-right directionality of print and return to left in reading and writing.
- o Use one's name to learn about words and make connections to words.
- o Use spaces between words when writing.
- o Match one spoken to one written word while reading and pointing.

Phonological Awareness: A key to becoming literate is the ability to hear the sounds in words. Hearing individual sounds allows the learner to connect sounds to letters.

- o Segment sentences into words.
- o Blend two or four phonemes in words (*d-o-g, dog*).
- o Segment words into phonemes (*b-a-t*).
- o Manipulate phonemes (*mat-at, and-hand*.)
- o Connect words by the sounds (*sat, sun*).
- o Hear and recognize word boundaries.
- o Hear and say beginning phonemes (sounds) in words (*run/race, mom/make*) and ending (*win/fun, get/sit*).
- o Hear and say syllables (*to-ma-to, can-dy, um-brel-la*)
- o Hear, say, connect, and generate rhyming words (*fly, high, buy, sky*)

Letter Knowledge: Letter knowledge refers to what students need to know about the graphic characters in our alphabet—how the letters look, how to distinguish one from another, how to detect them within continuous text, and how to use them in words.

- o Categorize letters by features- by slant lines (*v, w, x*) and straight lines (*p, l, b, d*); by circles (*o, b, g, p*) and no circles (*k, x, w, r*); by tunnels (*n, h*); by tails (*y, p, g*); by no tails (*r, s*); by dots/not dots; by tall/short; by consonants/vowels.
- o Distinguish letter forms.
- o Make connections between words by recognizing letters (*bat, big, ball*), letter clusters (*feat, meant, heat*) and letter sequences.
- o Recognize and produce the names of most upper-and lowercase letters.

- o Identify a word that begins with the sound of each letter.
- o Recognize consonants and vowels.
- o Recognize letters that are embedded in words and in continuous text.
- o Recognize uppercase and lowercase letters.
- o Understand alphabetic order.
- o Understand special uses of letters (*capital letters, initial*)
- o Use efficient and consistent motions to form letters when writing.

Letter/Sound Relationships: Students continue to learn about letters and sounds. The sounds of oral language are related in both simple and complex ways to the twenty-six letters of the alphabet. Learning the connection between letters and sounds is the basic to understanding the written language.

- o Recognize and use beginning consonant sounds and the letters that represent them to read and write words.
- o Recognize that letter clusters (blends and digraphs: *st, pl, sh, ch, th*) represent consonant sounds.
- o Hear and identify long (*make, pail, day*) and short (*can, egg, up*) vowel sounds in words and the letters that represent them.
- o Recognize and use other vowel sounds (*oo* as in *moon, look*; *oi* as in *oil*; *oy* as in *boy*; *ou* as in *house*; *ow* as in *cow*; *aw* as in *paw*)

Spelling Patterns: Efficient word solvers look for and find patterns in the ways words are constructed. Knowing spelling patterns helps students notice and use larger parts of words, thus making word solving faster and easier.

- o Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC)
- o Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns).
- o Recognize and use the consonant-vowel-consonant (CVC) pattern (*cab, fad, map*)

High Frequency Words: Knowing a core of high-frequency words is a valuable resource for students as they build their reading and writing processing systems. Automatically recognizing high-frequency words allows students to concentrate on understanding and on solving new words.

- o Read and write a core of at least fifty high-frequency words by November; 90 words by March; 125 to 150 words by June. Examples include: (*a, all am, an, and, are, at, be, but, can, came, come, do, go, for, from, get, got, had, have, he, her, him, his, I, if, in, it, is, like, me, my, no, of, on, one, out, said, saw, she, see, so, that, their, then, there, they, this, the, to, up, was, we, went, were, with, you, your*)

Word Meaning: The words one knows in oral and written language. For comprehension and coherence, students need to know the meaning of the words in the texts they read and write.

- o Recognize and use concept words (color names, number words, days of the week, and months of the year).
- o Recognize and use simple compound words (*into, myself, itself, cannot, inside, maybe, nobody*).
- o Synonyms; recognize and use synonyms (words that mean about the same *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*)
- o Recognize and use antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*).
- o Homographs and homophones: Recognize and use simple homophones (sound the same, different spelling and meaning: *to/too/two, here/hear, blue/blue, there/their/they're*)

Word Structure: Words are built according to rules. Looking at the structure of the words will help students learn how words are related to one another and how they can be changed by adding letters, letter clusters, and larger word parts.

- o Understand the concept of syllables and demonstrate by clapping (*horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y*)
- o Understand how vowels appear in syllables (every syllable has a vowel)

Word-Solving Actions: Related to all the categories previously described. Word solving focuses on the specific strategies that readers and writers make when they use their knowledge of the language system while reading and writing continuous text.

- o Plurals: Understand the concepts of plurals and plural forms: adding *-s* (*dogs, cats, apples, cats, desks, faces, trees, monkeys*); adding *-es* (when words end in *x, ch, sh, s, ss, tch, zz*)
- o Verb Endings: Recognize and use endings that add *-s* to a verb to make it agree with the subject (*skate/skates, run/runs*)
Recognize and use endings that add *-ing* to a verb to denote the present participle (*play/playing, send/sending*)
Recognize and use endings that add *-ed* to a verb to make it past tense (*walk/walked, play/played, want/wanted*)
- o Contractions: Recognize and understand contractions with *am (I'm), is (he's), will (I'll), not (can't)*
- o Possessives: Recognize and use possessives that add an apostrophe and an *s* to a singular noun (*dog/dog's, woman/woman's, girl/girl's, boy/boy's*)
- o Base words: Remove the ending from a base word to make a new word (*running, run*)

General Word-Solving Actions:

- o Recognize and locate words (names)
- o Recognize and spell words quickly
- o Make connections between names and other words.
- o Use own first name and last names (and same names of others) to read and write words.
- o Use known words to help in spelling new words
- o Use known words to monitor reading and spelling
- o Use letters and relationships to sounds to read and write words
- o Use the letters in names to read and write words quickly. (*Chuck/chair, Mark/make*)
- o Use known words and word parts to help in reading and spelling new words (*can, candy*)
- o Change beginning, middle, and ending letters to make new words (*sit/hit, day/play, hit/hot, sheet/shirt, car/can/cat*)
- o Change the onset or rime to make a new word (*bring/thing, bring/brown*)
- o Break words into syllables to read and to write them

III. GOALS (Linked to [New Jersey Learning Standards](#))

Reading Standards for Reading Literature:

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Reading Standards for Reading Informational Text:

Key Ideas and Details
 Craft and Structure
 Integration of Knowledge and Ideas
 Range of Reading and Level of Text Complexity

Reading Foundational Skills:

Print Concepts:
 Phonological Awareness
 Phonics and Word Recognition
 Fluency

Writing Standards:

Text Types and Purposes:
 Production and Distribution of Writing
 Research to Build and Present Knowledge
 Range of Writing

Speaking and Listening Standards:

Comprehension and Collaboration
 Presentation of Knowledge and Ideas

Language Standards:

Conventions of Standard English
 Vocabulary Acquisition and Use

IV. ASSESSMENT

Student learning will be assessed through:

- Student/ teacher conferences
- Fountas and Pinnell Reading Level Assessment conducted at least three times a year for all students, but more frequently for students not on benchmark
- Teacher's College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Workshop Folders
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Spelling Developmental Analysis (Screening and Inventory)
- Reading notebooks or folders

V. SCOPE AND SEQUENCE

	Readers Workshop	Writers Workshop
Unit 1 Sept. 3 Weeks	Launching Reader's Workshop	Launching Writer's Workshop
Unit 2	Readers Build Good Reading Habits	Small Moments: Writing With Focus,

Oct./Nov. 6 weeks	(Unit 1)	Detail, and Dialog (Unit 1)
Unit 3 Nov./Dec. 6-7 weeks	Learning About the World (Reading Non-Fiction) (Unit 2)	Writing How to Books (If... Then...)
Unit 4 Dec./Jan. 6 weeks	Readers Have Big Jobs to Do (Fluency, Phonics, and Comprehension) (Unit 3)	Writing Reviews Opinion Writing (Unit 3)
Unit 5 Jan./Feb. 6-7 weeks	Meeting Characters and Learning Lessons (A Study of Story Elements) (Unit 4)	From Scenes to Series: Writing Fiction (Unit 4)
Unit 6 March/Apr. 5-6 weeks	<i>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If... Then...)</i>	Nonfiction Chapter Books (Unit 2)
Unit 7 May/June 5 Weeks	<i>Reading and Role Playing- Fairy tales, Folktales, Fables, and Fantasy (If... Then...)</i>	Poetry: <i>The Craftsmanship of Writing</i> <i>Poetry Music in our Hearts</i> (If... Then...)

1st GRADE READING

Reader's Workshop: Units 1 and 2 Launching Reader's Workshop/Building Good Reading Habits September-November

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: - Build routines for a successful readers workshop - Readers apply strategies to get through tricky words or parts of books - Good readers read with stamina - Good readers work with partners to solve words and apply reading strategies Goals: - RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable	In this unit of study, students will work towards building good reading habits that will help make them successful during Reader's Workshop in first grade. They will learn to tackle tricky words with a variety of strategies, as well as, utilize partner reading. Bend 1: Habits for Reading Long and Strong - Readers take a sneak peek - Readers do SOMETHING at the end of a book - Readers get stronger by	Mentor Texts: <i>Ollie the Stomper</i> by Olivier Dunrea <i>Gossie & Gertie</i> by Olivier Dunrea Teacher Resources: <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins

must have a vowel sound to determine the number of syllables in a printed word. • RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • A.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • RL.1.1. Ask and answer questions about key details in a text. • RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. • RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. • RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). • RF.1.4 Read with sufficient accuracy and fluency to support comprehension. • RF.1.4.A Read grade-level text with purpose and understanding. • SL.1.1 Participate in collaborative	• reading more and more • Readers set goals to read all day long • Readers reread to make their voices smoother • Readers track with their eyes and scoop up more words • When readers reread they see more Bend 2: Habits for Tackling Even the Hardest Words • Readers sneak peek at the pictures to figure out the words • Drop bad habits and pick up good ones • Readers look at all the parts of a word • Readers use meaning to figure out words • Readers double check their reading • Readers don't give up • Try it two ways Bend 3: Partners Have Good Habits, Too! • Partners can introduce their books to each other • Partners don't tell, they help • Partners can do SOMETHING at the end of a book too • Readers celebrate and set new goals Word Study/Phonics: Classroom instruction is mostly small-group word study to meet the needs of all students. Some students may be working on concepts introduced in previous months, such as blends and digraphs, while others may be working on ending sounds. Decisions are based on individual student assessments such as <i>Word Journeys</i> feature inventory. Letter Names Recognize all lowercase and capital letters	<i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske Assessment(s): High Frequency Word List http://readingandwritingproject.org/resources/assessments/running-records Below benchmark: 16 or below Approaching benchmark: 17-24 words On benchmark: 25-34 words Exceeds benchmark: 35+ words Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Benchmark: Level C or below On Benchmark: Level D/E Exceeds Expectations: Level E Reading Rate 60-90 words per minute by the end of the academic school year. Word Study Assessments: Word Journeys Screening Inventory Word Journeys Feature Inventory
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conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. • SL.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	Letter-sound Relationships: Recognize and use beginning and ending consonant sounds and the letters that represent them Letter formation Some letters represent vowel sounds Hear and identify short vowel sounds Recognize short vowel sounds at the beginning of words Recognize and use short vowel sounds in the middle of words Blend individual sounds (e.g., <i>b-a-t</i> to get <i>bat</i>) Segmenting individual sounds (<i>cat</i> to <i>c-a-t</i>) Phonological Awareness: Rhyming words and syllables High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Spelling patterns: Understand words have letter patterns that appear in many words Simple CVC spelling patterns (Ex. <i>at, _it, _op</i>) Recognize and use more common phonograms with a VC pattern	
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**Reader's Workshop Unit 3 ~
Learning About the World: Reading Nonfiction
November-December**

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: • Readers reread to make sure they understand their books • Fluency, including stress and intonation, aids comprehension • Readers tackle tricky words in	In this unit, reader's utilize meaning, structure, and visual cues to decode and self-monitor nonfiction books. Emphasis is placed on increasing vocabulary and reading a	Mentor Texts (Instructional Read Aloud): <i>Hang On Monkey!</i> By Susan Neuman <i>Super Storms</i> by Seymour Simon <i>Owls</i> by Mary Dunn

order to keep learning Goals: • RI.1.1. Ask and answer questions about key details in a text. • RI.1.2. Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • RI.1.10 With prompting and support, read informational texts at grade level text complexity or above. • RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. • RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs. • RF.1.3.B Decode regularly spelled one-syllable words. • RF.1.4 Read with sufficient accuracy and fluency to support	high volume of books. Bend 1: Getting Smart on Nonfiction Topics • Getting started as a nonfiction reader • Studying one page can teach so much • Readers learn more by chatting about what is happening • Readers reread to make sure they understand their books • Working on fluency, including stress and intonation • A celebration of learning Bend 2: Tackling Super Hard Words in Order to Keep Learning • Readers don't let hard words get in their way • Crashing word parts together to solve the word • Readers check that the words they read look right and make sense • Readers learn new words as they read • Readers find and think about new words • Rereading a page to find the just right sound Bend 3: Reading Aloud Like Experts • Finding interesting things to share • Reading with feeling • Reading like a writer • Readers plan to talk and think about key words • Using drama to bring your read aloud to life • A celebration of reading to learn about the world Word Study/Phonics: Classroom instruction is mostly small-group word study to meet the	<i>I Want to Be a Doctor</i> by Dan Liebman Teacher Resources: <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske http://readingandwritingproject.com Assessment: High Frequency Word List http://readingandwritingproject.org/resources/assessments/running-records Below benchmark: 24 or below Approaching benchmark: 25-34 words On benchmark: 35-49 words Exceeds benchmark: 50+ words Reading Rate 60-90 words per minute by the end of the academic school year.
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comprehension. • RF.1.4.A Read grade-level text with purpose and understanding. • RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • SL.1.1 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.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	needs of all students. Some students may be working on concepts introduced in previous months, such as blends and digraphs, while others may be working on ending sounds. Decisions are based on individual student assessments such as <u>Word Journeys</u> feature inventory. Letter-sound Relationships: Hearing beginning sounds, ending sounds, and phoneme manipulation Medial consonant sounds and the letters that represent them Introduce simple initial blends and digraphs (<i>bl, cr, sh, ch</i>) Phonological Awareness: Hear say and clap syllables High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups Recognize and use high-frequency words with one, two, or three letters Locate and read high-frequency words in continuous text Spelling patterns: Understand words have letter patterns that appear in many words Simple CVC spelling patterns (e.g., <i>_an, _in</i>) Recognize and use more common phonograms with a VC pattern	
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Reader's Workshop Unit 4 ~
Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension
December-January

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: • Readers use a toolkit of strategies to read unfamiliar words. • Readers use sight words to read fluently. • Readers use tools to comprehend their books.	In this unit of study, readers learn new, more complex, strategies to read unknown words. They also learn that readers read not just the words, but read to understand the words.	Mentor Texts: <i>Frog and Toad Are Friends</i> by Arnold Lobel <i>A Visitor for Bear</i> by Bonnie Becker <i>George and Martha: One More Time</i> by James Marshall <i>Chester's Way</i> by Kevin Henkes <i>Tumbleweed Seed</i> by Susan

• Readers understand the words they read. Goals: • RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. • RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs. • RF.1.3.B Decode regularly spelled one-syllable words. • RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.10 With prompting and support, read and comprehend stories and	Bend 1: Readers Have Important Jobs to Do • Readers say, "I can do this!" • Readers use everything they know to solve a word • Readers self-monitor • Readers make a plan • Readers get help when they need it Bend 2: Readers Add New Tools to Read Hard Words • Readers think about the story to problem solve words • Readers think about what kind of word would fit • Readers slow down to break up long words • Readers use words they know to solve words they don't know • Readers try sounds to many ways to figure out words • Readers use sight words to read fluently Bend 3: Readers Add Tools to Understand Their Books • Readers work to understand, rereading if they don't get it • Readers make mind movies to picture what is happening • Readers keep track of who's talking as they read • Readers don't just read words; they understand words Bend 4: Readers Use Everything They Know to Get the Job Done • Readers use everything they know to get the job done quickly • Readers investigate ways to make their reading sound great • Partners work together to make their reading sound its very best Word Study/Phonics:	Stevens Crummel <i>In the Days of the Dinosaur: The Dinosaur Chase</i> by Hugh Price <i>Zelda and Ivy: The Runaways</i> by Laura McGee Kvasnosky Teacher Resources: <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske http://readingandwritingproject.com Assessment(s): High Frequency Word List http://readingandwritingproject.org/resources/assessments/running-records Below benchmark: 34 or below Approaching benchmark: 35-49 words On benchmark: 50-89 words Exceeds benchmark: 90+ words Fountas and Pinnell Assessment Expectations: Below Benchmark: (Level E or below) On Benchmark: (Level F) Exceeds Expectations: (Level G) Reading Rate 60-90 words per minute by the end of the academic school year. Word Study Assessments: Word Journeys Screening
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poetry at grade level text complexity or above. • RF.1.4 Read with sufficient accuracy and fluency to support comprehension. • RF.1.4.A Read grade-level text with purpose and understanding. • RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Classroom instruction is mostly small-group word study to meet the needs of all students. Some students may be working on concepts introduced in previous months, such as blends and digraphs, while others may be working on ending sounds. Decisions are based on individual student assessments such as <u>Word Journeys</u> feature inventory. Phonemic Awareness: Isolate, blend, and segment single-syllable words Blends and Digraphs: Initial Blends (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/) Final Digraphs (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th/) Ending consonant sounds sometimes represented by double consonant letters: off, hill, dress High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Recognize and use high-frequency words with three or more letters Spelling patterns: CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up) VCe patterns (e.g., -ace, -ade, -ake, -ale, -ame, -ane, -ape, -ate, -ave, ice, -ide, -ile, -ine, -ite, -ive, -oke, -ose)	Inventory Word Journeys Feature Inventory
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Reader's Workshop Unit 5 ~
Meeting Characters and Learning Lessons: A Study of Story Elements
January-February

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: - Readers identify characters, settings, problems, and solutions in realistic fiction stories. - Readers discover that stories teach lessons that could be similar to lessons they face in real life. - Readers share their opinions about books they have read. Goals: - RL.1.1. Ask and answer questions about key details in a text. - RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. - RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. - RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. - RL.1.6 Identify who is telling the story at various points in a text. - RL.1.9 Compare and contrast the adventures and experiences of characters in stories. - RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. - NJSLS.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. - NJSLS.RF.1.3.C Know final -e	In this unit of study, students delve into fiction stories to look more closely at the characters, settings, and problems those characters face. Emphasis is placed on story retelling, as well as, sharing their opinions about their books. Bend 1: Going on Reading Adventures - Readers preview stories to get ready for reading adventures - Readers use storylines to predict - Readers retell to retain the story - Readers revisit books to notice more - Readers reread to notice pages that go together Bend 2: Studying Characters in Books - Learning about the main character - Readers learn about characters by noticing their relationships - Rereading to learn more about characters - Readers become the character - Character's feelings change, and so do readers' voices - Clues help readers know how to read a story - Readers reread to smooth out their voices and show big feelings Bend 3: Learning Important Lessons - Discovering the lessons familiar stories teach - Readers always keep life lessons in mind - Readers make comparisons	Mentor Texts (Instructional Read Aloud): <u><i>George and Martha: One Fine Day</i></u> by James Marshall <u><i>George and Martha: One More Time</i></u> by James Marshall <u><i>Upstairs Mouse, Downstairs Mole</i></u> by Wong Herbert Yee <u><i>Iris and Walter and the Field Trip</i></u> by Elissa Hadan Guest <u><i>Ghost-Eye Tree</i></u> by Bill Martin Jr. <u><i>Off We Go</i></u> by Jane Yolen <u><i>Mr. Putter and Tabby Drop the Ball</i></u> by Cynthia Rylant <u><i>Poppleton</i></u> by Cynthia Rylant <u><i>Pancakes for Breakfast</i></u> by Tomie dePaola <u><i>No, David!</i></u> by David Shannon <u><i>Ruthie and the Not-So Teeny Tiny Lie</i></u> by Laura Rankin <u><i>Carrot Seed</i></u> by Ruth Krauss Teacher Resources: <u><i>The Units of Study for Teaching Reading</i></u> by Lucy Calkins <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser <u><i>The Art of Teaching Reading</i></u> by Lucy Calkins <u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller <u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske <u><i>Growing Readers</i></u> by Kathy Collins http://readingandwritingproject.com

and common vowel team conventions for representing long vowel sounds. • NJSLS.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words. • NJSLS.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. • RF.1.4 Read with sufficient accuracy and fluency to support comprehension. • RF.1.4.A Read grade-level text with purpose and understanding. • RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • SL.1.1 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.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	• Readers group books by the lessons they teach Bend 4: Growing Opinions About Books • Readers share their opinions about books • Readers rehearse what they will say Word Study/Phonics: Classroom instruction is mostly small-group word study to meet the needs of all students. Some students may be working on concepts introduced in previous months, such as blends and digraphs, while others may be working on ending sounds. Decisions are based on individual student assessments such as <u>Word Journeys</u> feature inventory. Phonemic Awareness: Isolate, blend, and segment single-syllable words Hear, blend, and isolate beginning sounds and ending sounds Inflected Endings: (-ing, -s, -ed) Blends and Digraphs: Initial Blends: (e.g., /st/, /th/, /bl/, /cl/, /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/) Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th) Two consonant letters that represent one sound in the middle of a word High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Read and write approximately 100 high-frequency words Spelling patterns:	Assessment(s): High Frequency Word List http://readingandwritingproject.org/resources/assessments/running-records Below benchmark: 34 or below Slightly below benchmark: 35-49 words On benchmark: 50-89 words Far exceeds benchmark: 90+ words Reading Rate 60-90 words per minute by the end of the academic school year.
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• SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up) VCe patterns (e.g., -ace, -ade, -ake, -ale, -ame, -ane, -ape, -ate, -ave, ice, -ide, -ile, -ine, -ite, -ive, -oke, -ose)	
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Readers Workshop Unit 6 ~
Reading Nonfiction Cover to Cover: Nonfiction Book Clubs
March-April

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: • Readers synthesize and summarize information into main ideas • Different parts of a book fit together and can be used to increase comprehension • Good readers make inferences and revise thinking independently and with a partner • Comparing and contrasting texts on the same topic can help a reader come up with newer and bigger thinking	In this unit of study, readers will move from fact collecting to better understanding the main idea and supporting information of the books they read. They will learn to take the information provided in one book and compare it to information read in another book. Bend 1: Individuals Bring Their Strengths as Nonfiction Readers to Clubs • Drawing on essential habits of mind from previous units will help readers be proficient in	Mentor Texts (Instructional Read Aloud): <u><i>Bugs! Bugs! Bugs!</i></u> By Jennifer Dussling <u><i>A Tree for All Seasons</i></u> by Robin Bernard Teacher Resources: <u><i>The Units of Study for Teaching Reading</i></u> by Lucy Calkins <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C.

Goals: • RI.1.1. Ask and answer questions about key details in a text. • RI.1.2. Identify the main topic and retell key details of a text. • RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7 Use the illustrations and details in a text to describe its key ideas. • RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • RI.1.10 With prompting and support, read informational texts at grade level text complexity or above. • NJSLS.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. • NJSLS.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs. • NJSLS.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.	nonfiction texts • Different text structures need different reading strategies • Book clubs work together to sort information, select topics, and talk about what they are reading Bend 2: Nonfiction Clubs Add Their Own Ideas to What They Learn • Readers need to apply strategies to hang on to the information the author is trying to teach • Readers develop their own ideas and opinions about a text • Good readers can support their ideas with text evidence Bend 3: Nonfiction Clubs Compare and Contrast Information About Topics • Comparing and contrasting information within and across texts • Pay attention to the content and style difference between books • Book club members ask questions of each other and about the important points of a book Word Study/Phonics: Classroom instruction is mostly small-group word study to meet the needs of all students. Some students may be working on concepts introduced in previous months, such as blends and digraphs, while others may be working on ending sounds. Decisions are based on individual student assessments such as <i>Word Journeys</i> feature inventory. Initial Blends: (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/) Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, st/, /ch/, /ng/, /sh/, /th Inflected Endings: (-ing, -s, -ed) Consonant letters that represent two or more different sounds at the beginning	Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning</i> <i>Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Making Words</i> by Pat Cunningham <i>Word-Solving Actions: Phonics Lessons for 1st Grade</i> by Fountas and Pinnell http://readingandwritingproject.com Assessment(s): High Frequency Word List http://readingandwritingproject.org/resources/assessment/s/running-records Below benchmark: 49 or below Approaching benchmark: 50-89 words On benchmark: 90-124 words Exceeds benchmark: 125+ words Fountas and Pinnell Assessment Expectations: Below Benchmark: Level G or below On Benchmark: Level H Exceeds Expectations: Level I Reading Rate 60-90 words per minute by the end of the academic school year.
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• NJSLS.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. • NJSLS.RF.1.3.F Read words with inflectional endings. • RF.1.4 Read with sufficient accuracy and fluency to support comprehension. • RF.1.4.A Read grade-level text with purpose and understanding. • RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • SL.1.1 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.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not	of a word High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups Read and write approximately 100 high-frequency words Develop and use strategies for acquiring a large core of high-frequency words Spelling patterns: CVC; Short vowel sounds with a single consonant (e.g., <i>-op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up</i>) Short and Long Vowels: Short vowel patterns and short vowels Long Vowel Spelling Patterns VCe (e.g., <i>-ake, -ate, -ame</i>) Contrast short and long vowel sounds in words Compound Words	
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understood. • SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)		
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Readers Workshop Unit 7 ~
Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fantasy
May - June

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: • Bring books to life by role playing their characters in fantasy fiction stories. • Drama, fluency, and critical thinking create richer conversations about books. • Readers can direct each other in order to see the big picture. • Reading partnerships can evolve into larger book clubs. Goals: • RL.1.1. Ask and answer questions about key details in a text. • RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. • RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on	In this unit of study, readers will dive into the world of acting and directing, as well as the world of talking animals, heroes and heroines, fairies, witches and wizards, and other mythical creatures. The relationship between reading and drama will help readers think more critically about the stories they read, as well as, drastically increase fluency and expression. Bend 1: Stepping into the magical world of fairy tales, fables, and fantasy • Read closely and step into the shoes of a character • Good readers infer how a character feels • Readers work with a partner to envision the world of the story Bend 2: Literary language and vocabulary • Books have many types of literary language • Readers discuss and make meaning of the language in books • Encountering made-up words	Mentor Texts (Instructional Read Aloud): <i>Aesop's Fables</i> by Aesop <i>Cinderella</i> by Walt Disney <i>Cinderella</i> by James Marshall <i>The Gingerbread Man</i> by Jim Aylesworth <i>The Gingerbread Girl</i> by Lisa Campbell Ernst Teacher selected materials Teacher Resources: If... Then... Curriculum Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fantasy. <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller

a wide reading of a range of text types. • RL.1.6. Identify who is telling the story at various points in a text. • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. • RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. • RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. • RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. • RF.1.3.F Read words with inflectional endings. • RF.1.3.G Recognize and read grade-appropriate irregularly spelled words. • RF.1.4 Read with sufficient accuracy and fluency to support comprehension. • RF.1.4.A Read grade-level text with purpose and understanding. • RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • SL.1.1 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.A Follow agreed-upon norms for discussions (e.g., listening to others with care,	and wordplay in a text Bend 3: Discovering predictable roles characters play • Characters fall into predictable roles • In some parts of a story, characters can be more complicated Bend 4: Comparing and contrasting lessons that stories convey • Stories offer lessons through what befalls a character • Readers can take away different messages from a story • Different texts can have similar themes or messages Word Study/Phonics: Direct instruction in phonemic awareness and phonics will continue in this unit. This unit of study supports students' transfer of word knowledge into their reading. Phonemic Awareness: Isolate, blend, and segment single-syllable words Hear, blend, and isolate beginning sounds and ending sounds Blends and Digraphs: Initial Blends: (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/) Final Blends: (e.g., ct, ft, ld, lf, lp, lt, mp, nd, nk, pt, sk, sp, st) Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, st/, /ch/, /ng/, /sh/, /th/ Inflected Endings (-ing, -s, -ed) High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small	<u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske http://readingandwritingproject.com Assessment(s): High Frequency Word List High Frequency Word List http://readingandwritingproject.org/resources/assessment/running-records Below benchmark: 89 or below Approaching benchmark: 90-124 words On benchmark: 125-139 words Exceeds benchmark: 140+ words Fountas and Pinnell Assessment Expectations: Below Benchmark: Level H or below Approaching Benchmark: Level I On Benchmark: Level J/K Exceeds Expectations: Level L Reading Rate 60-90 words per minute by the end of the academic school year. Word Study Assessments: Word Journeys Screening Inventory Word Journeys Feature Inventory
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speaking one at a time about the topics and texts under discussion). • SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	groups. Read and write approximately 100 high-frequency words Develop and use strategies for acquiring a large core of high-frequency words Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up) Long Vowel Spelling Patterns VCe (e.g., -ake, -ate, -ame) Contrast short and long vowel sounds in words Recognize and use y as a vowel sounds	
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1st GRADE WRITING

Writer's Workshop Units 1 and 2~ Launching Writers Workshop/Writing Small Moments Stories with Independence September-November

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: • Lives are full of stories to tell • Writers zoom in on small moments • Writers tell stories in Itsy-Bitsy steps • Writers unfreezing characters, bringing what's inside out, and use drama to bring stories to life	In this unit of study, writers will touch, tell, sketch, and write small moment stories. They will write these stories across three pages zooming in on one important portion of the entire event. Bend 1: Setting up Routines and Writing Small Moment Stories with Independence	Mentor Texts (Instructional Read Aloud): <i>Night of the Veggie Monster</i> by George McClements <i>Joshua's Night Whispers</i> by Angela Johnson <i>Corduroy</i> by Don Freeman <i>I Wonder Why the Sea is Salty</i> by Anita Ganeri <i>My Little Island</i> by Frane Lessac

Goals: • A.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • A.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • 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. • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1.A Print all upper- and lowercase letters. • L.1.1.F Use frequently occurring adjectives. • L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • L.1.2 Demonstrate command of the conventions of standard English capitalization,	• Lives are full of stories to tell • Planning for writing: Writers touch and tell, sketch, and then write • Using pictures to add on • Stretching words to spell them: hearing and recording all sounds • Zoom in: Focusing on small moments • Partnerships and storytelling • Reading our writing like we read our books Bend 2: Bringing Small Moments to Life • Unfreezing our characters and our writing • Telling stories in small steps • Bring what's inside out" making characters think and feel • Using drama to bring stories to life • Using familiar words to spell new words • Editing: Capital letters and end marks help readers Bend 3: Studying Other Writers' Craft • Studying a story to learn ways the author makes it special • Trying out a craft move from a mentor text: Writing exact actions • Writing with pop-out words • Turning to other mentor texts Bend 4: Fixing and Fancing Up Our Best Work • Using all we know to revise • Editing with a checklist • Making books ready for the library • Celebrating writing Handwriting:	<i>Chrysanthemum</i> by Kevin Henkes <i>Owen</i> by Kevin Henkes <i>Julius, The Baby of the World</i> by Kevin Henkes <i>Roller Coaster</i> by Marla Frazee <i>Sail Away</i> by Donald Crews <i>Trucks. Whizz! Zoom! Rumble!</i> By Patricia Hubbell <i>So Much</i> by Trish Cooke <i>Mud</i> by Mary Lyn Ray <i>Big Truck. Little Truck</i> by Jan Carr <i>What You Know First</i> by Patricia McLachlan <i>"Let's Get a Pup!" Said Kate</i> by Bob Graham <i>Tulip Sees America</i> by Cynthia Rylant <i>The Barn Owls</i> by Tony Johnston <i>Are You My Mother</i> by P.D. Eastman <i>A Story, A Story</i> by Gail Haley <i>Family Pictures</i> by Carmen Lomas Garza <i>Kitten's First Full Moon</i> by Kevin Henkes <i>Truck</i> by Donald Crews <i>A Quiet Place</i> by Douglas Wood <i>How to be a Friend</i> by Marc Brown <i>The Kissing Hand</i> by Audrey Penn <i>Peter's Chair</i> by Erza Jack Keats <i>A Chair for My Mother</i> by Vera Williams <i>Recess Queen</i> by Alexis O'Neill Teacher Resources: <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project http://readingandwritingproject.com/ <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears Assessment: <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins
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punctuation, and spelling when writing. • L.1.2.B Use end punctuation for sentences. • L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase. • L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Leave appropriate spaces between words Hold pencil or pen with a satisfactory grip Return to the left margin to start a new line Use a preferred hand consistently for writing Write left to right in lines Write letters that can be easily read Write letters in groups to form words	Pre-assess for narrative writing in order to capture what students already know how to do in narrative writing District Narrative Benchmark Assessment Checklist for Narrative Writing
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Writer's Workshop Unit 3~ Writing How to Books November-December

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: • Procedural texts have a specific structure • Writers use the revision process to write more clearly and with elaboration • The use of mechanics impacts a reader's ability to understand a text Goals: • A.W2. Write informative/explanatory texts to examine and convey	In this unit of study, writers will write informative how-to-books that will teach the reader about a topic. Emphasis will be placed on writing in an organized way so the reader can understand and follow the intended directions. Bend 1: Thinking of Topics, Rehearsing, and Writing Tons of Books • Structure of a how-to book • Write with energy and produce many procedural	Mentor Texts (Instructional Read-aloud) <u><i>How to be a Baby, by Me the Big Sister</i></u>, by Sally Lloyd-Jones <u><i>How to Teach a Slug to Read</i></u>, by Susan Pearson <u><i>101 Things to Make and Do</i></u>, published by Parragon <u><i>How to Babysit a Grandpa</i></u>, by Jean Reagan <u><i>How to Be a Ballerina</i></u>, by Harriet Castor <u><i>How to Make Bubbles, How to Make a Bouncing Egg, How to</i></u>

complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • A.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • A.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • 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. • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1.B Use common, proper, and possessive nouns. • L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • L.1.2 Demonstrate command of	books Bend 2: Write in Such a Way that Readers Can Read the Text and Follow Directions • Procedural texts include directions that can be easily followed • Thinking about the clarity of directions and mechanics Bend 3: With Feedback, Writers Can Revise Their How-To Texts, Make New Texts Worlds Better, and Share Them with an Audience • Lifting the level of procedural writing • Write clearer more elaborated texts from the beginning • Improve procedural texts through revision Handwriting: Leave appropriate spaces between words Hold pencil or pen with a satisfactory grip Return to the left margin to start a new line Use a preferred hand consistently for writing Write left to right in lines Write letters that can be easily read Write letters in groups to form words Form upper and lower case letters proficiently in manuscript	<u><i>Make Slime, How to Make a Liquid Rainbow</i></u>, published by Pebble Plus <u><i>Change It! Solids, Liquids, Gases and You</i></u>, by Adrienne Mason <u><i>How a House Is Built</i></u>, by Gail Gibbons <u><i>How to Lose All Your Friends</i></u>, by Nancy Carlson <u><i>Let's Cook!</i></u> By Backpack Books <u><i>My First Ballet Class</i></u> by Alyssa Satin Capucilli Teacher Resources: <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>Nonfiction Chapter Books</i></u> written by Lucy Calkins, Kristine Mraz, and Barbara Golub <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins Handwriting Without Tears Assessment: Published pieces of writing <u><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins Checklist for Informational Writing
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the conventions of standard English capitalization, punctuation, and spelling when writing. • NJSLS.L.1.2.A Capitalize dates and names of people. • L.1.2.B Use end punctuation for sentences. • L.1.2.C Use commas in dates and to separate single words in a series. • L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase. • L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).		
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**Writer's Workshop Unit 4 ~
Opinion Writing: Writing Reviews about Topics and Texts
December-January**

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: • People collect things and write opinions about their collections • Reviews and letters can persuade others Goals: • A.W1. Write arguments to	In this unit of study, writer's will write to convince their readers about a certain idea or concept. They will use reasons and examples to back-up their opinions. Bend 1: Best in Show: Judging Our	Mentor Texts: <i>I am Invited to the Party</i> by Mo Willems Teacher selected materials Teacher Resources: <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by

support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • A.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • 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. • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.1.2.C Use commas in dates and to separate single words in a series.	Collections • People collect things and write opinions about their collections • Explaining judgments in convincing ways • How do I write this kind of writing well? • Opinion writers expect disagreement • Awarding booby prizes for more practice and fun • Bolstering arguments • Editing and publishing: Making writing “Best in Show” Bend 2: Writing Persuasive Reviews • Writing reviews to persuade others • Talking right to readers • Making comparisons in writing • Hook your reader: Writing catchy introductions and conclusions • Partners work together to give writing checkups • Making anthologies: A celebration Bend 3: Writing Persuasive Book Reviews • Using all you know to write book reviews • Giving sneak peek summaries • Not too long, not too short: Using conjunctions • Writing a review: Making sure reviews are brim full of the best work • Book review talks: A Reading Rainbow style celebration Handwriting: Hold pencil or pen with a satisfactory grip Return to the left margin to start a new line Use a preferred hand consistently for writing Write left to right in lines Write letters that can be easily read Write letters in groups to form words	Lucy Calkins and colleagues at The Reading and Writing Project <u><i>From Scenes to Series</i></u> written by Lucy Calkins, Mary Ehrenworth, & Christine Holley <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears Assessment: <u><i>Writing Pathways for Grades K-5</i></u> Written by Lucy Calkins Checklist for Opinion Writing Published piece of writing Pre-assess for opinion writing in order to capture what students already know how to do in opinion writing District Opinion Benchmark Assessment
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• L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • L.1.4.B Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. • L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy). • L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Form upper and lower case letters proficiently in manuscript Form upper and lower case letters proportionately in manuscript	
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Writer's Workshop Unit 5~
From Scenes to Series: Writing Fiction
January - February

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: • Stories include “trouble” • Characters can be used in more than one adventure • “Show, not tell” in writing Goals: • A.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	In this unit of study, writers create a character and write a series of adventure stories with that same character. Bend 1: Fiction Writers Set Out to Write Realistic Fiction • Serious fiction writers do some serious pretending • Writers develop a “Can-Do” Independent attitude • Writers learn to get their	Mentor Texts (Instructional Read Aloud): Teacher selected materials Teacher Resources: <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C.

• A.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • 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. • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from	- characters out of trouble • Serious writers get serious about spelling • Taking stock: Writers use checklists to set goals Bend 2: Fiction Writers Set Out to Write Series • Series writers always have a lot to write about • Introducing your character in Book One of a series: What does your reader want to know? • Writers develop their dialogue • Saddle up to the revision party and bring your favorite writer • Celebrating our first stories Bend 3: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers • Series writers investigate what makes realistic fiction realistic • Writers “show, not tell” by focusing on tiny realistic details • Fiction writers include chapters: writing a beginning, middle, and end • Patterns help writers elaborate • Writers use their superpowers to work with greater independence Bend 4: Getting Ready to Publish Our Second Series • Punctuation parties • Writers use illustrations to tell important details • “Meet the Author” page • Getting ready for the final celebration • A celebration of series writers Handwriting: Write left to right in lines Write letters that can be easily read Write letters in groups to form	Fountas and Published by Heinemann Handwriting Without Tears Assessment: <u>Writing Pathways Grades K-5</u> <u>Performance Assessments and Learning Progressions</u> by Lucy Calkins Checklist for Narrative Writing
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an array of strategies. • L.1.4.B Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. • L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. • L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	words Form upper and lower case letters proficiently in manuscript Form upper and lower case letters proportionately in manuscript	
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**Writer's Workshop Unit 6 ~
Informational Writing: Nonfiction Chapter Books
March-April**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: • Writing teaches readers about a topic • Writers keep their audience in mind • Nonfiction texts contain different kinds of writing • Writers do research Goals: • A.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis	In this unit of study, students will do research on a topic and write a nonfiction writing piece across multiple pages. Bend 1: Writing Teaching Books With Independence • Writers get ready to write by teaching all about a topic • Writers tell information across their fingers, sketch, then write • Writers keep readers in mind, writing to answer their questions • Nonfiction writers teach with pictures as well as words	Mentor Texts (Instructional Read Aloud): <u><i>Sharks!</i></u> by Anne Schreiber <u><i>Trucks and Trains</i></u> published by National Geographic <u><i>Goldfish, Mice, or Cats</i></u> published by Rigby PM series Teacher Resources: <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project See the book: <u><i>Nonfiction Chapter Books</i></u> written

of content. • A.W7. Conduct short as well as more sustained research projects, utilizing an inquiry- based research process, based on focused questions, demonstrating understanding of the subject under investigation. • A.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • A.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • 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. • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. everything). • L.1.1.F Use frequently occurring adjectives. • L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because). • L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently	• Being brave enough to spell domain-specific words • Nonfiction writers use readers to help them add and subtract • Taking stock: Self-assessing and setting goals • Editing, spelling, capitals, and punctuation Bend 2: Nonfiction Writers Can Write Chapter Books • Writing tables of contents • Planning and writing chapters while resolving to get better • Writers write details and help readers picture the details by using comparisons • Different kinds of writing in teaching books: Chapters can contain how-to writing, persuasive writing, and stories • Introductions and conclusions • Fixing up writing by pretending to be a reader Bend 3: Writing Chapter Books with Greater Independence • Writers use all they know to plan for new chapter books • Writers do research, like finding images or photos, to help them say more • Editing “On the Go”: Varying end punctuation to bring out a teaching book’s meaning • Using craft moves learned in small moments: Pop-out words and speech bubbles • A final celebration Handwriting: Write letters that can be easily read Form upper and lower case letters proficiently in manuscript Form upper and lower case letters proportionately in manuscript	by Lucy Calkins, Kristine Mraz, and Barbara Golub <u><i>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, First Grade 2011-2012</i></u> <u><i>Unit 7: Informational Books</i></u> (Available on the shared drive) <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears Assessment: <u><i>Writing Pathways for Grades K-5</i></u> Written by Lucy Calkins Checklist for Information Writing Pre-assess nonfiction writing District Information Benchmark Assessment
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- occurring irregular words. - L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. - L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. - L.1.4.B Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. - L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). - L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. - L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. - L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		
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Writer's Workshop Unit 7 ~
Poetry: The Craftsmanship of Writing Poetry
May-June

Understandings	Teaching Points	Mentor Texts/Resources
Enduring Understandings: - Events in our lives and the people that matter to us most are good place to start for poetry topics - Poets experiment with powerful language, the use of line breaks, metaphor, and	In this unit of study, students will write a series of poems focusing on imagery rather than rhyming. Bend 1: Immersion in Songwriting and Poetry: Setting the Stage The rhythm, sounds, and ideas of poetry	Mentor Texts (Instructional Read Aloud): Poetry written by Eloise Greenfield, Bobbi Katz, Valerie Worth, Shel Silverstein, Jack Prelutsky <i>Inside My Heart</i> by Zoe Ryder White

comparison to convey feeling • Poets use precise words to create imagery Goals: • W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. • 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. • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.1.B Use common, proper, and possessive nouns. • L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • L.1.1.F Use frequently occurring adjectives. • L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward). • L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.1.2.A Capitalize dates and names of people. • L.1.2.B Use end punctuation for sentences. • L.1.2.C Use commas in dates and to separate single words in a series. • L.1.2.D Use conventional spelling for words with common spelling patterns and	• How poems look • Poems capture rich and beautiful details • What are the author's reasons for his/her craft moves Bend 2: Studying the Rhythm and Voice of Songs to Help Us Write Our Own • Using familiar tunes to jump start writing • Looking back at center writing from centers to look for the songs that are already there or the words that can be turned into songs • Craft songs that teach and writing with purpose • Be inspired by objects and use your senses when writing Bend 3: Songwriters and Poets Write from the Heart • Poets write from the heart: Reaching for meaningful topics by asking, "What really matters to me?" • Strategies for showing strong feelings in poems and songs • Sharing work with partners and using feedback for revisions Bend 4: Songwriters and Poets Revise and Write New Songs and Poems • Strategies for being good poetry partners- listening, reading, complimenting, and questioning • Writers revise through elaboration- adding verses, making comparisons, and thinking about word choice and the shades of meaning of words • Get ready for publishing by thinking about words, letters, and punctuation	<u><i>Time of Wonder</i></u> by Robert McClosky <u><i>Blast Off! Poems About Space</i></u> selected by Lee Bennett Hopkins <u><i>Creatures of Earth, Sea, and Sky</i></u> by Georgia Heard <u><i>Good Luck Gold and Other Poems</i></u> by Janet S. Wong <u><i>Little Dog Poems</i></u> by Kristine O'Connell George <u><i>Songs of Myself: An Anthology of Poems and Art</i></u> compiled by Georgia Heard Resources: <u><i>Kids' Poems Teaching First Graders to Love Writing Poetry</i></u> by Regie Routman <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>If...Then CURriculum</i></u> p. 16 <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears Assessment: Children may publish two to five of their own poems to make public—or more.
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for frequently occurring irregular words. • L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • L.1.4.B Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. • L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. • L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Handwriting: Write letters that can be easily read Form upper and lower case letters proficiently in manuscript Form upper and lower case letters proportionately in manuscript	
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Bibliography

*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues at The Reading and Writing Project. Credit should also be given to Irene Fountas and Gay Su Pinnell for their work on the Continuum of Literacy Learning. Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

Units of Study in Opinion, Information, and Narrative Writing Written by Lucy Calkins with Colleagues from The Reading and Writing Project

A Curricular Unit of Study for Reader's Workshop and Writer's Workshop, Grade 1 Written by Lucy Calkins with Colleagues from The Reading and Writing Project, 2011-2012.

The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

The Daily Café by Gail Moser and Jane Boushey Published by Stenhouse Publishers