

READINGTON PUBLIC SCHOOL DISTRICT  
First Grade English Language Arts Curriculum 2023

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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, 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 on already established reading behaviors. Reading instruction includes a read aloud, shared reading, independent reading, strategy groups, and author studies.

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.

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. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. Embedded in the writing instruction is handwriting instruction. Students learn correct pencil grip, formation of letters and numbers and spacing between words.

Phonics instruction is 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 learn phonics through specific instruction in sound/symbol relationships, building word families, guided reading instruction, and repeated reading.

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.

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. GOALS**

This curriculum is linked to the 2016 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## **III. ASSESSMENT**

Student learning will be assessed through

- Student/ teacher conferences
- Running Record 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
- Writing folders
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Reading notebooks or folders
- Snap word assessments

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

#### IV. 1st Grade Pacing Guide

	Reading	Writing	Phonics
Units 1&2 Sept.-Oct. 7 weeks	<b>Launching Reading/ Readers Build Good Reading Habits (Unit 1)</b> <ul style="list-style-type: none"> <li>• Respond to text</li> <li>• Begin to understand fluency</li> <li>• Isolate and produce sounds in words</li> </ul>	<b>Launching Writing/Small Moments: Writing With Focus, Detail, and Dialog (Unit 1)</b> <ul style="list-style-type: none"> <li>• Focus topic on one single event</li> <li>• Expand simple sentences</li> <li>• Use conventional spelling for words</li> </ul>	<b>Talking and Thinking About Letters (4-5 weeks)</b> <ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Blends and digraphs names</li> <li>• Snap words</li> </ul>
Unit 3 Nov.-Dec. 6 weeks	<b>Word Detectives</b> <ul style="list-style-type: none"> <li>• Look closely at words when reading</li> <li>• Use known word parts to decode new words</li> <li>• Read with fluency and accuracy</li> </ul>	<b>Writing How to Books (If... Then...)</b> <ul style="list-style-type: none"> <li>• Writing in order (procedural) steps</li> <li>• Detailed pictures to illustrate sentences</li> <li>• End punctuation</li> </ul>	<b>The Mystery of the Silent e (4 weeks)</b> <ul style="list-style-type: none"> <li>• Adding e to words</li> <li>• Snap words</li> <li>• Investigating (O,I,U)</li> </ul>
Unit 4 Jan.- Feb. 5 weeks	<b>Learning About the World (Reading Non-Fiction) (Unit 2)</b> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details</li> <li>• Know and identify various text features</li> <li>• Read high frequency words</li> </ul>	<b>Nonfiction Chapter Books (Unit 2)</b> <ul style="list-style-type: none"> <li>• Organize writing by headings</li> <li>• Read books and transfer information into writing</li> <li>• Grammar</li> </ul>	<b>From Tip to Tail: Reading Across Words</b> <ul style="list-style-type: none"> <li>• -ed</li> <li>• Y- the many sounds of y</li> <li>• Snap words</li> <li>• Blends</li> </ul>
Unit 5 Feb- March 6 weeks	<b>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Unit 3)</b> <ul style="list-style-type: none"> <li>• Isolate and produce: beginning, middle, end sounds</li> <li>• Understand one syllable</li> </ul>	<b>Writing Reviews Opinion Writing (Unit 3)</b> <ul style="list-style-type: none"> <li>• Appropriate argument writing</li> <li>• Focused and clear topic</li> <li>• Understand supporting details</li> </ul>	<b>Word Builders: Using Vowel Teams to Build Big Words</b> <ul style="list-style-type: none"> <li>• Long vowel au, ow, ou, oo, ew</li> <li>• Snap words</li> </ul>

	<p>words</p> <ul style="list-style-type: none"> <li>Use illustrations to help with context and explain the story</li> </ul>	<ul style="list-style-type: none"> <li>Grammar</li> </ul>	
<p><b>Unit 6</b> March-April 6 weeks</p>	<p><b>Meeting Characters and Learning Lessons: A study of story elements (Unit 4)</b></p> <ul style="list-style-type: none"> <li>Retell stories including key details</li> <li>Know the difference between fiction and nonfiction</li> <li>Know final -e and common vowel teams</li> </ul>	<p><b>From Scenes to Series: Writing Fiction (Unit 4)</b></p> <ul style="list-style-type: none"> <li>Construct a story with the elements of fictional stories</li> <li>Beginning, middle, end</li> <li>Use of grammar</li> </ul>	<p><b>Marvelous Bloopers: Learning Through Wise Mistakes</b></p> <ul style="list-style-type: none"> <li>R controlled vowels</li> <li>Air words</li> <li>Spelling snap words</li> </ul>
<p><b>Unit 7</b> April/May 5 Weeks</p>	<p><b>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If... Then...) Mini Unit</b></p> <ul style="list-style-type: none"> <li>Identify main idea and supporting details</li> <li>Ask and answer questions about text</li> <li>Reread for clarity</li> <li>Self correct- how to use it</li> </ul>	<p><b>Writing Projects</b></p> <ul style="list-style-type: none"> <li>Spotlight writing concepts students need to explore or reinforce</li> </ul>	<p><b>Phonics Projects</b></p> <ul style="list-style-type: none"> <li>Spotlight phonics concepts students need to explore or reinforce</li> </ul>
<p><b>Unit 8</b> June 3 weeks</p>	<p><b>Reading and Role Playing- Fairy tales, Folktales, Fables, and Fantasy (If... Then...) Mini Unit</b></p> <ul style="list-style-type: none"> <li>Read text with accuracy, fluency and expression</li> <li>Participate in conversations about books appropriately</li> <li>Understand poetry</li> </ul>	<p><b>Poetry: The Craftsmanship of Writing Poetry Music in our Hearts (If... Then...) Mini Unit</b></p> <ul style="list-style-type: none"> <li>Use of pronouns</li> <li>Use phonemic awareness to write unknown words</li> <li>Understanding of patterns and rhythms in words</li> </ul>	<p><b>Phonics Projects</b></p> <ul style="list-style-type: none"> <li>Spotlight phonics concepts students need to explore or reinforce</li> </ul>

1<sup>st</sup> GRADE READING

Reading Units 1 and 2  
 Launching Reading/Building Good Reading Habits  
 September-October

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Build routines for successful readers</li> <li>Readers apply strategies to get through tricky words or parts of books</li> <li>Good readers read with stamina</li> <li>Good readers work with</li> </ul>	<p><b>Launching Reading</b>  <b>Bend 1: Help your students establish independent reading habits.</b></p> <ul style="list-style-type: none"> <li>Establishing everyday routines and procedures for reading.</li> <li>Organizing and storing books &amp; using the classroom</li> </ul>	<p><b>Core Materials:</b>  Units of Study for Reading</p> <p><b>Supporting Materials:</b>  Leveled Bookroom  Classroom Libraries  <a href="#">Phonological Awareness Instruction Toolkit</a></p>

<p>partners to solve words and apply reading strategies</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>● RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>● 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.</li> <li>● RL.1.1. Ask and answer questions about key details in a text.</li> <li>● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>● RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>● RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</li> <li>● RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</li> <li>● RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending</li> </ul>	<p>library</p> <ul style="list-style-type: none"> <li>● Modeling and creating an anchor chart of what independent reading looks, sounds, and feels like</li> <li>● Establishing what students do when they are finished with a book, task, etc.</li> </ul> <p><b>Bend 2: Teach your students how to select the right books.</b></p> <ul style="list-style-type: none"> <li>● Creating an anchor chart: How Do Readers Choose Books?</li> <li>● Reflecting on reading habits &amp; interests/interest inventories</li> <li>● Building Reading Stamina</li> <li>● Setting reading goals</li> </ul> <p><b>Bend 3: Implement routines focused on writing and talking about texts</b></p> <ul style="list-style-type: none"> <li>● Turn &amp; talk routines</li> <li>● What it means to be a strong listener</li> <li>● Modeling and creating an anchor chart of what partner reading looks, sounds, and feels like</li> <li>● Ways to write about reading</li> </ul> <p><b>Building Good Reading Habits</b></p> <p><b>Bend 1: Habits for Reading Long and Strong</b></p> <ul style="list-style-type: none"> <li>● Readers take a sneak peek</li> <li>● Readers do SOMETHING at the end of a book</li> <li>● Readers get stronger by reading more and more</li> <li>● Readers set goals to read all day long</li> <li>● Readers reread to make their voices smoother</li> <li>● Readers track with their eyes and scoop up more words</li> <li>● When readers reread they see more</li> </ul> <p><b>Bend 2: Habits for Tackling Even the Hardest Words</b></p> <ul style="list-style-type: none"> <li>● Readers sneak peek at the pictures to figure out the words</li> <li>● Drop bad habits and pick up good ones</li> </ul>	<p><b>Mentor Texts:</b>  <i>Ollie the Stomper</i> by Olivier Dunrea  <i>Gossie &amp; Gertie</i> by Olivier Dunrea</p> <p><b>Teacher Resources:</b>  <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>The Units of Study for Phonics</i> by Lucy Calkins</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● I-pads</li> <li>● Chromebooks</li> <li>● ebooks</li> </ul> <p><b>Assessments:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Student/teacher conferences</li> <li>● Reading notebooks or folders</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Standards Based Rubrics</li> </ul> <p><b>Benchmark:</b>  Running Record Beginning of the Year Assessment Expectations: Below Benchmark: Level C or below  On Benchmark: Level D/E  Exceeds Expectations: Level E</p> <p>Reading Rate  60-90 words per minute by the end of the academic school year.</p> <p>Phonics assessments  <i>A Guide to the Phonics Units of Study</i></p>
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<p>punctuation).</p> <ul style="list-style-type: none"> <li>● RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>● RF.1.4.A Read grade-level text with purpose and understanding.</li> <li>● 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.</li> <li>● 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).</li> <li>● SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>● SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>● SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>● 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.</li> <li>● SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>● SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers look at all the parts of a word</li> <li>● Readers use meaning to figure out words</li> <li>● Readers double check their reading</li> <li>● Readers don't give up</li> <li>● Try it two ways</li> </ul> <p><b>Bend 3: Partners Have Good Habits, Too!</b></p> <ul style="list-style-type: none"> <li>● Partners can introduce their books to each other</li> <li>● Partners don't tell, they help</li> <li>● Partners can do SOMETHING at the end of a book too</li> <li>● Readers celebrate and set new goals</li> </ul> <p><b>Phonics:</b> <b>Kindergarten Phonics Review</b></p> <p><b>Taking and Think About Letters</b> <b>Bend I: Studying names to learn about phonics</b></p> <ul style="list-style-type: none"> <li>● We study words to learn to read and write</li> <li>● How to study names and all words</li> <li>● Forming letters, starting with our mascot's name</li> <li>● Studying short- vowel power in names</li> <li>● Studying Blends and digraphs in names</li> <li>● Studying more digraphs</li> </ul> <p><b>Bend II: Studying high frequency words to learn about phonics</b></p> <ul style="list-style-type: none"> <li>● Looking closely at snap words</li> <li>● Sorting snap words</li> <li>● Learning new snap words</li> <li>● Using snap words to write</li> </ul> <p><b>Bend III: Use snap words and word parts to make and read more new words</b></p> <ul style="list-style-type: none"> <li>● Power words help writers make a zillion new words</li> <li>● Making even more words from snap words</li> <li>● Making more new words</li> </ul>	<ul style="list-style-type: none"> <li>● Blacking out your word wall, p.107 <ul style="list-style-type: none"> <li>○ By end of year: read 150 and write 110</li> </ul> </li> <li>● Help Rasheed write a picture book version 1 or 2, p. 99 <ul style="list-style-type: none"> <li>○ Version 1: 5-6 in each category</li> <li>○ Version 2: <ul style="list-style-type: none"> <li>■ CVCe: 5-6</li> <li>■ Endings: 0-2</li> <li>■ Blends/digraphs: 3-4</li> <li>■ CVVC words: 0-2</li> <li>■ Diphthongs: 0-2</li> <li>■ R-controlled vowels: 0-2</li> </ul> </li> </ul> </li> <li>● Return to Kindergarten assessments for those students who have not reached proficiency and continue assessing and reteaching until they do.</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Poster</li> <li>● Word collage</li> <li>● Google slideshow</li> </ul>
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	<ul style="list-style-type: none"> <li>using blends and digraphs</li> <li>Bringing all you know to read and write long, complicated words</li> </ul> <p><b>High Frequency Words:</b> Introduce snap words connected to the phonics unit and provide time for students to practice individually, with partners, or in small groups</p>	
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**Interdisciplinary Connections**

**Social Studies: 6.1.2.Civics.PI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).** Activity: Students will read texts about their community and discuss the key details relating to communities.

**Science: 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.** Activity: Students will work in small groups for science investigations and research. Afterward, they will discuss their findings.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.** Activity: Students will read a text at their level and then create digital characters to match the main character.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.** Activity: Students will make a chart to show their reading progress throughout the month and discuss why reading is an important skill. Students will discuss with a partner their goals and ways to achieve their goals.

**Computer Science & Design Thinking**

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will use the computer to type notes about a story.

**Reading Unit 3 ~  
Word Detectives  
November-December**

Understandings	Teaching Points	Mentor Texts/Resources
<p><b><u>Enduring Understandings:</u></b></p> <p><b><u>Goals:</u></b></p> <ul style="list-style-type: none"> <li>RL.1.1. Ask and answer questions about key details in a text.</li> <li>RL.1.2. Retell stories, including</li> </ul>	<p><b>Bend 1:</b></p> <ul style="list-style-type: none"> <li>Word detectives are always on the lookout</li> <li>Word detectives look closely</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading Units of Study for Phonics</p> <p><b>Supporting Materials:</b> Leveled Bookroom</p>

<p>key details, and demonstrate understanding of their central message or lesson.</p> <ul style="list-style-type: none"> <li>• RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>• RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</li> <li>• RI.1.1. Ask and answer questions about key details in a text.</li> <li>• RI.1.2. Identify the main topic and retell key details of a text.</li> <li>• RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• RI.1.7. Use the illustrations and details in a text to describe its key ideas.</li> <li>• RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</li> <li>• 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.</li> <li>• RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>• RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>• RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	<ul style="list-style-type: none"> <li>• Word detectives use everything they know</li> <li>• Word detectives check their words slowly</li> <li>• Readers investigate what makes a good reading partner</li> </ul> <p><b>Bend 2:</b></p> <ul style="list-style-type: none"> <li>• Word detectives read words in a snap</li> <li>• Word detectives use snap words as clues to think about what makes sense</li> <li>• Word detectives solve mystery words by thinking of similar snap words</li> <li>• Word detectives turn new words into snap words</li> </ul> <p><b>Bend 3:</b></p> <ul style="list-style-type: none"> <li>• Word detectives break words into parts</li> <li>• Word detectives pay special attention to the beginning of words</li> <li>• Word detectives watch out for endings</li> <li>• Word detectives don't let vowels trip them up</li> <li>• Word detectives use word parts they know to read new words</li> <li>• Word detectives watch out for unusual words</li> <li>• Word detectives smooth out their reading</li> <li>• Word detectives show off their skills</li> </ul> <p><b>Phonics:</b>  <b>The Mystery of the Silent e</b>  <b>Bend I Word Detectives take the Case: investigating e</b></p> <ul style="list-style-type: none"> <li>• Word detectives investigate "tricky" words</li> <li>• Word detectives look</li> </ul>	<p>Classroom Libraries  <a href="#">Phonological Awareness Instruction Toolkit</a></p> <p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><b>Teacher Resources:</b>  <i>Word Detectives: Strategies for Using High-Frequency Words and for Decoding</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>The Units of Study for Phonics</i> by Lucy Calkins</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Kahoot-review key concepts</li> </ul> <p><b>Assessments:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Reading notebooks or folders</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Standards Based Rubrics</li> </ul> <p><b>Benchmark:</b>  Phonics assessments  <i>A Guide to the Phonics Units of Study</i></p> <ul style="list-style-type: none"> <li>• Blacking out your word wall, p.107 <ul style="list-style-type: none"> <li>○ Only for those students not keeping pace</li> <li>○ By end of year: read 150 and write 110</li> </ul> </li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Create a board game</li> </ul>
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<ul style="list-style-type: none"> <li>• RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• RF.1.3.B Decode regularly spelled one-syllable words.</li> <li>• RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• RF.1.4.A Read grade-level text with purpose and understanding.</li> <li>• RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• 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.</li> <li>• 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).</li> <li>• SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</li> </ul>	<p>closely to find patterns words</p> <ul style="list-style-type: none"> <li>• Word detectives use the patterns they've learned to write new words</li> <li>• Word detectives practice their new skills</li> <li>• Word detectives use everything they know to solve and check words when they read</li> </ul> <p><b>Bend II Words Detectives test their theories to learn more about vowels</b></p> <ul style="list-style-type: none"> <li>• Word detectives investigate with the vowels <i>i and o, long e</i></li> <li>• Word detectives put themselves the test</li> <li>• Investigating words with a long <i>e</i> sound</li> <li>• Snap word Boot Camp</li> </ul> <p><b>Bend III Word detectives use words they know to solve new mysteries</b></p> <ul style="list-style-type: none"> <li>• Collecting new snap words</li> <li>• The case of the letter twins</li> <li>• The case of the sticky letter</li> <li>• The case of the words in disguise</li> <li>• The compound word puzzle</li> <li>• Tracking down the look-alike word part</li> <li>• A word detective is always on the case</li> </ul> <p><b>High Frequency Words:</b> Introduce snap words connected to the phonics unit and provide time for students to practice individually, with partners, or in small groups</p>	
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**Interdisciplinary Connections**

**Math: 1.GA. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**

**RI.1.1. Ask and answer questions about key details in a text.** Activity: Students will read a text about shapes and their attributes and respond to questions.

**Social Studies:6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.**

Activity: Students will read texts about communities and create a community showing the key components.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.** Activity: Students will read texts about communities and create a community showing the key components through a virtual program.

**Career Awareness, Exploration, Preparation, and Training: 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.** Activity: Students will research an author and read about his or her life. Discuss the value of a career as an author.

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.** Activity: Students will research an author and read about his or her life. Discuss the value of a career as an author.

**Computer Science & Design Thinking**

**8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.** Activity: Students will research a current event and create a Google Slide to share the information, both in writing and in pictures.

**Reading Unit 4 ~  
Learning About the World: Reading Nonfiction  
January-February**

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Readers reread to make sure they understand their books</li> <li>● Fluency, including stress and intonation, aids comprehension</li> <li>● Readers tackle tricky words in order to keep learning</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>● RI.1.1. Ask and answer questions about key details in a text.</li> </ul>	<p><b>Bend 1: Getting Smart on Nonfiction Topics</b></p> <ul style="list-style-type: none"> <li>● Getting started as a nonfiction reader</li> <li>● Studying one page can teach so much</li> <li>● Readers learn more by chatting about what is happening</li> <li>● Readers reread to make</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading Units of Study for Phonics</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries <a href="#">Phonological Awareness Instruction Toolkit</a></p> <p><b>Mentor Texts (Instructional Read</b></p>

<ul style="list-style-type: none"> <li>• RI.1.2. Identify the main topic and retell key details of a text.</li> <li>• RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• 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.</li> <li>• RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• RI.1.7 Use the illustrations and details in a text to describe its key ideas.</li> <li>• 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.</li> <li>• RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.</li> <li>• RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• RF.1.3.B Decode regularly spelled one-syllable words.</li> <li>• RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• RF.1.4.A Read grade-level text with purpose and understanding.</li> <li>• RF.1.4.B Read grade-level text</li> </ul>	<p>sure they understand their books</p> <ul style="list-style-type: none"> <li>• Working on fluency, including stress and intonation</li> <li>• A celebration of learning</li> </ul> <p><b>Bend 2: Tackling Super Hard Words in Order to Keep Learning</b></p> <ul style="list-style-type: none"> <li>• Readers don't let hard words get in their way</li> <li>• Crashing word parts together to solve the word</li> <li>• Readers check that the words they read look right and make sense</li> <li>• Readers learn new words as they read</li> <li>• Readers find and think about new words</li> <li>• Rereading a page to find the just right sound</li> </ul> <p><b>Bend 3: Reading Aloud Like Experts</b></p> <ul style="list-style-type: none"> <li>• Finding interesting things to share</li> <li>• Reading with feeling</li> <li>• Reading like a writer</li> <li>• Readers plan to talk and think about key words</li> <li>• Using drama to bring your read aloud to life</li> <li>• A celebration of reading to learn about the world</li> </ul> <p><b>Phonics: From Tip to Tail</b></p> <p><b>Bend I: Reading and Hearing all the way across words</b></p> <ul style="list-style-type: none"> <li>• Reading Carefully looking all the way through words</li> <li>• Getting to know some common endings</li> <li>• Investigating different sounds- ed</li> <li>• The tricky Y</li> <li>• Blends come as endings ,</li> </ul>	<p><b>Aloud):</b>  <i>Hang On Monkey!</i> By Susan Neuman  <i>Super Storms</i> by Seymour Simon  <i>Owls</i> by Mary Dunn  <i>I Want to Be a Doctor</i> by Dan Liebman</p> <p><b>Teacher Resources:</b>  <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>The Units of Study for Phonics</i> by Lucy Calkins  <a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Kahoot-review key concepts</li> </ul> <p><b>Assessments:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Reading notebooks or folders</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Standards Based Rubrics</li> </ul> <p><b>Benchmark:</b>  Phonics assessments  <i>A Guide to the Phonics Units of Study</i></p> <ul style="list-style-type: none"> <li>• Blacking out your word wall, p.107 <ul style="list-style-type: none"> <li>○ Only for those students not keeping pace</li> <li>○ By end of year: read 150 and write 110</li> </ul> </li> <li>• Help Rasheed write a picture book version 2, p. 103 <ul style="list-style-type: none"> <li>○ CVCe: 5-6</li> <li>○ Endings: 5-6</li> <li>○ Blends/digraphs: 5-6</li> <li>○ CVVC words: 0-2</li> <li>○ Diphthongs: 0-2</li> <li>○ R-controlled vowels: 0-2</li> </ul> </li> </ul>
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<p>orally with accuracy, appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</li> </ul>	<p>too</p> <ul style="list-style-type: none"> <li>• Making sure writers use strong endings when they write words</li> </ul> <p><b>Bend II: Dealing with Trickier Words</b></p> <ul style="list-style-type: none"> <li>• Getting to know common phonograms that end in blends</li> <li>• Reading words, Part by Part</li> <li>• Reading across even the longest, toughest words, from the beginning</li> <li>• Spelling words, part by part</li> <li>• Hearing all the way across words - and putting a vowel in each syllable</li> <li>• Karate chop words to read them part by part</li> </ul> <p><b>Bend III: Raising the Level of Work High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Snap Word Power</li> <li>• Bringing new knowledge of words to learning new snap words</li> <li>• Using snap words to help make and read other, longer, trickier words</li> <li>• Making contractions with <i>not</i></li> <li>• review of contractions</li> <li>• celebration</li> </ul> <p><b>High Frequency Words:</b> Introduce snap words connected to the phonics unit and provide time for students to practice individually, with partners, or in small groups</p>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Create a board game</li> </ul>
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**Interdisciplinary Connections**

**Math: 1.GA. 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. RI.1.1. Ask and answer questions about key details in a text.** Activity: Students will read a text about shapes and their attributes and respond to questions.

**Social Studies:6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.** Activity: Students will read texts about communities and explain the features that are for the common good.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.** Activity: Students will read nonfiction texts and use the information collect data on animals.

**9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.** Activity: Students will research an author and read about his or her life. Discuss the value of a job as an author.

**Computer Science & Design Thinking**

**8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.** Activity: Students will research a current event and create a Google Slide to share the information, both in writing and in pictures.

**Reading Unit 5 ~  
Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension  
February- March**

Understandings	Teaching Points	Mentor Texts/Resources
<p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>• Readers use a toolkit of strategies to read unfamiliar words.</li> <li>• Readers use sight words to read fluently.</li> <li>• Readers use tools to comprehend their books.</li> <li>• Readers understand the words they read.</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>• RF.1.2.C Isolate and</li> </ul>	<p><b>Bend 1: Readers Have Important Jobs to Do</b></p> <ul style="list-style-type: none"> <li>• Readers say, “I can do this!”</li> <li>• Readers use everything they know to solve a word</li> <li>• Readers self-monitor</li> <li>• Readers make a plan</li> <li>• Readers get help when they need it</li> </ul> <p><b>Bend 2: Readers Add New Tools to Read Hard Words</b></p> <ul style="list-style-type: none"> <li>• Readers think about the story to problem solve words</li> <li>• Readers think about what kind of word would fit</li> <li>• Readers slow down to break up long words</li> <li>• Readers use words they know to solve words they don’t know</li> <li>• Readers try sounds to many ways to figure out words</li> <li>• Readers use sight words to read fluently</li> </ul> <p><b>Bend 3: Readers Add Tools to Understand Their Books</b></p> <ul style="list-style-type: none"> <li>• Readers work to</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading Units of Study for Phonics</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries <a href="#">Phonological Awareness Instruction Toolkit</a></p> <p><b>Mentor Texts:</b> <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 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</p> <p><b>Teacher Resources:</b> <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide</i></p>

<p>pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <ul style="list-style-type: none"> <li>• RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>• RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• RF.1.3.B Decode regularly spelled one-syllable words.</li> <li>• RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</li> <li>• RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• RF.1.4.A Read grade-level text with purpose and understanding.</li> <li>• RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>understand, rereading if they don't get it</p> <ul style="list-style-type: none"> <li>• Readers make mind movies to picture what is happening</li> <li>• Readers keep track of who's talking as they read</li> <li>• Readers don't just read words; they understand words</li> </ul> <p><b>Bend 4: Readers Use Everything They Know to Get the Job Done</b></p> <ul style="list-style-type: none"> <li>• Readers use everything they know to get the job done quickly</li> <li>• Readers investigate ways to make their reading sound great</li> <li>• Partners work together to make their reading sound its very best</li> </ul> <p><b>Phonics:</b> <b>Word Builders</b> <b>Bend I: We are word builders: using vowel teams that make a long vowel sounds</b></p> <ul style="list-style-type: none"> <li>• We are word builders</li> <li>• Word Builders Pay Attention to vowel teams</li> <li>• Digging up discoveries about vowel teams</li> <li>• Word builders use vowel teams and word parts</li> <li>• Watching out for words that don't work the same way</li> <li>• Word builders need powerful tools to get the job done</li> </ul> <p><b>Bend II: Building Words with Trickier Parts: Studying vowel teams that make two sounds</b></p> <ul style="list-style-type: none"> <li>• Vowel Team can make new sounds</li> <li>• Using ou and ow to learn new snap words</li> <li>• Investigating the sounds of OU and OW</li> <li>• The two sounds of OO</li> <li>• Reviewing vowels teams to build new words</li> </ul>	<p><i>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>The Units of Study for Phonics</i> by Lucy Calkins <a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• ebooks-RazKids</li> </ul> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Reading notebooks or folders</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Standards Based Rubrics</li> </ul> <p><b>Benchmarks:</b> Running Record Assessment Expectations: Below Benchmark: (Level E or below) On Benchmark: (Level F) Exceeds Expectations: (Level G)</p> <p>Phonics assessments <i>A Guide to the Phonics Units of Study</i></p> <ul style="list-style-type: none"> <li>• Blacking out your word wall, p.107 <ul style="list-style-type: none"> <li>○ By end of year: read 150 and write 110</li> </ul> </li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Students will record themselves reading, monitoring for self-corrections and fluency</li> </ul>
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	<p><b>Bend III: Provisioning Our Toolboxes with Vowel teams that make the same sound</b></p> <ul style="list-style-type: none"> <li>• OI and OY: two teams, one sound</li> <li>• Helpful clues for vowel teams ew and ue</li> <li>• Word Builders lookout and listen up to use the right vowel team</li> <li>• Adding to our toolbox: vowel team AW and AU</li> <li>• Learning new snap words and making new words with IGH</li> <li>• Building vowel town</li> </ul> <p><b>High Frequency Words:</b> Introduce snap words connected to the phonics unit and provide time for students to practice individually, with partners, or in small groups</p>	
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**Interdisciplinary Connections**

**Social Studies: 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.** Activity: Students will read a variety of texts about the differences of others. Then they will use their knowledge of snap words and word building skills to create a poster which they will share with the class.

**Visual and Performing Arts: 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.** Activity: Students will create movements to help learn vowel teams and snap words.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).** Activity: Provide students with an open-ended design challenge to encourage creativity (e.g., Design a better way to practice snap words).

**9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.** Activity: Interview a parent or other community member that is employed in a career field the class has read about and discuss their career/occupation.

Computer Science & Design Thinking

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. Activity: Students will create a Google Doc of all the Snap Words learned.

Reading Unit 6 ~  
Meeting Characters and Learning Lessons: A Study of Story Elements  
March-April

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Readers identify characters, settings, problems, and solutions in realistic fiction stories.</li> <li>• Readers discover that stories teach lessons that could be similar to lessons they face in real life.</li> <li>• Readers share their opinions about books they have read.</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• RL.1.1. Ask and answer questions about key details in a text.</li> <li>• RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>• 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.</li> <li>• RL.1.6 Identify who is telling the story at various points in a text.</li> <li>• RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</li> <li>• RL.1.10 With prompting and support, read and</li> </ul>	<p><b>Bend 1: Going on Reading Adventures</b></p> <ul style="list-style-type: none"> <li>• Readers preview stories to get ready for reading adventures</li> <li>• Readers use storylines to predict</li> <li>• Readers retell to retain the story</li> <li>• Readers revisit books to notice more</li> <li>• Readers reread to notice pages that go together</li> </ul> <p><b>Bend 2: Studying Characters in Books</b></p> <ul style="list-style-type: none"> <li>• Learning about the main character</li> <li>• Readers learn about characters by noticing their relationships</li> <li>• Rereading to learn more about characters</li> <li>• Readers become the character</li> <li>• Character’s feelings change, and so do readers’ voices</li> <li>• Clues help readers know how to read a story</li> <li>• Readers reread to smooth out their voices and show big feelings</li> </ul> <p><b>Bend 3: Learning Important Lessons</b></p> <ul style="list-style-type: none"> <li>• Discovering the lessons familiar stories teach</li> <li>• Readers always keep life lessons in mind</li> <li>• Readers make comparisons</li> <li>• Readers group books by the</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading Units of Study for Phonics</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries <a href="#">Phonological Awareness Instruction Toolkit</a></p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>George and Martha: One Fine Day</i> by James Marshall <i>George and Martha: One More Time</i> by James Marshall <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee <i>Iris and Walter and the Field Trip</i> by Elissa Hadan Guest <i>Ghost-Eye Tree</i> by Bill Martin Jr. <i>Off We Go</i> by Jane Yolen <i>Mr. Putter and Tabby Drop the Ball</i> by Cynthia Rylant <i>Poppleton</i> by Cynthia Rylant <i>Pancakes for Breakfast</i> by Tomie dePaola <i>No, David!</i> by David Shannon <i>Ruthie and the Not-So Teeny Tiny Lie</i> by Laura Rankin <i>Carrot Seed</i> by Ruth Krauss</p> <p><b>Teacher Resources:</b> <i>The Units of Study for Teaching Reading</i> by Lucy Calkins <i>The Continuum of Literacy Learning Grades PreK-8 A Guide</i></p>

<p>comprehend stories and poetry at grade level text complexity or above.</p> <ul style="list-style-type: none"> <li>• NJSLS.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• NJSLS.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• NJSLS.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• 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.</li> <li>• RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• RF.1.4.A Read grade-level text with purpose and understanding.</li> <li>• RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>• 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.</li> <li>• 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).</li> <li>• SL.1.1.B Build on others' talk in conversations by</li> </ul>	<p>lessons they teach</p> <p><b>Bend 4: Growing Opinions About Books</b></p> <ul style="list-style-type: none"> <li>• Readers share their opinions about books</li> <li>• Readers rehearse what they will say</li> </ul> <p><b>Phonics:</b> <b>Marvelous Bloopers:</b> <b>Bend I: Studying Bloopers to Learn From them</b></p> <ul style="list-style-type: none"> <li>• Studying bloopers with r-controlled vowels</li> <li>• investigating -ar,-er,-or</li> <li>• Noticing and stopping bloopers that students make over and over</li> <li>• When [er] is not what it seems</li> <li>• Investigating how r changes vowel sounds</li> <li>• learning many spelling patterns for the /air/ sounds</li> <li>• Sharing and learning from our reading bloopers</li> </ul> <p><b>Bend II: Words You Use and Confuse: Snap Word Bloopers</b></p> <ul style="list-style-type: none"> <li>• Snap words Memory Tricks</li> <li>• Isolating the tricky parts of hard to spell snap words</li> <li>• Combining high frequency words to make compound words</li> <li>• Inventing ways to remember snap words</li> </ul> <p><b>Bend III: Phonics Project Studying Capitals</b></p> <ul style="list-style-type: none"> <li>• Studying the capitalizing of experts</li> <li>• Study and fixing wis errors</li> <li>• Adding specific details to writing, including words with capitals</li> <li>• Playing words games to learn more about capital letters</li> <li>• Learning to learn</li> <li>• Teaching to learn</li> </ul> <p><b>High Frequency Words:</b> Introduce snap words connected to the phonics unit and provide time</p>	<p><i>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>The Units of Study for Phonics</i> by Lucy Calkins <i>Growing Readers</i> by Kathy Collins</p> <p><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Gynzy-online activities</li> </ul> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Reading notebooks or folders</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Standards Based Rubrics</li> </ul> <p><b>Benchmark:</b> Phonics assessments <i>A Guide to the Phonics Units of Study</i></p> <ul style="list-style-type: none"> <li>• Blacking out your word wall, p.107 <ul style="list-style-type: none"> <li>◦ By end of year: read 150 and write 110</li> </ul> </li> <li>• Help Rasheed write a picture book version 2, p. 103 <ul style="list-style-type: none"> <li>◦ CVCe: 5-6</li> <li>◦ Endings: 5-6</li> <li>◦ Blends/digraphs: 5-6</li> <li>◦ CVVC words: 5-6</li> <li>◦ Diphthongs: 5-6</li> <li>◦ R-controlled vowels: 5-6</li> </ul> </li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Poster- "R" Control words</li> </ul>
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<p>responding to the comments of others through multiple exchanges.</p> <ul style="list-style-type: none"> <li>• SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>• SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• 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.</li> <li>• SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</li> </ul>	<p>for students to practice individually, with partners, or in small groups</p>	
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**Interdisciplinary Connections**

**Mathematics: 01.MD.04 Measurement and Data-Represent and interpret data. (1) Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.** Activity: Students will use the data gathered about their favorite author and analyze findings. Example: How many more children like Mo William more than Kevin Henkes.

**Visual and Performing Arts: 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).** Activity: Students will work in small groups to recreate a story of their choice.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Act as a responsible and contributing community member and employee. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.** Activity: Students will share book reviews with their peers. Book reviews will consist of at least 3-4 reasons why they liked or disliked the book they read. Students will enter their review in a class spreadsheet.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Students will set personal achievement goals; they will then explore the careers of community members and begin to understand the academic achievements needed for the success of these careers. Example: Teachers go to college and have to student teach; they also have to get special state certification. Teachers can take graduate courses for additional training or certification.

### Computer Science & Design Thinking

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will use google forms to survey other students in our school or community. Students will use the survey to gather information which they will then use to create a pictograph or bar graph to share their findings (example for survey ideas: favorite author, genre, book character).

## Reading Unit 7 ~ Reading Nonfiction Cover to Cover: Nonfiction Book Clubs Mini Unit May

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Readers synthesize and summarize information into main ideas</li> <li>• Different parts of a book fit together and can be used to increase comprehension</li> <li>• Good readers make inferences and revise thinking independently and with a partner</li> <li>• Comparing and contrasting texts on the same topic can help a reader come up with newer and bigger thinking</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• RI.1.1. Ask and answer questions about key details in a text.</li> <li>• RI.1.2. Identify the main topic and retell key details of a text.</li> <li>• RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>	<p><b>Bend 1: Individuals Bring Their Strengths as Nonfiction Readers to Clubs</b></p> <ul style="list-style-type: none"> <li>• Drawing on essential habits of mind from previous units will help readers be proficient in nonfiction texts</li> <li>• Different text structures need different reading strategies</li> <li>• Book clubs work together to sort information, select topics, and talk about what they are reading</li> </ul> <p><b>Bend 2: Nonfiction Clubs Add Their Own Ideas to What They Learn</b></p> <ul style="list-style-type: none"> <li>• Readers need to apply strategies to hang on to the information the author is trying to teach</li> <li>• Readers develop their own ideas and opinions about a text</li> <li>• Good readers can support their ideas with text evidence</li> </ul> <p><b>Bend 3: Nonfiction Clubs Compare and</b></p>	<p><b>Core Materials:</b> Units of Study for Reading Units of Study for Phonics</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries <a href="#">Phonological Awareness Instruction Toolkit</a></p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>Bugs! Bugs! Bugs!</i> By Jennifer Dussling <i>A Tree for All Seasons</i> by Robin Bernard</p> <p><b>Teacher Resources:</b> <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 Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by</p>

- 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.
- 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

**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

**Phonics Projects:**

- Guide students through another round (or more) of [phonics projects](#)
- [Reading and Writing with More Power](#): Snap words, editing, and more (online resources) is a potential unit depending on the needs of the class
- Additional materials are available in the online resources section of Unit 5: Orientation to the Unit
- Replicate the process for phonics projects from bend four of unit 5, this time spotlighting phonics concepts students need to explore or reinforce
- Topics that many first graders would benefit from revisiting in phonics include:
  - Short Vowel (CVC) and Long Vowel (CVCE) Patterns
  - Tricky Blends and Digraphs
  - Endings
  - Vowel Teams
  - Diphthongs
  - R-Controlled Vowels
  - Punctuation Study
  - 37 Most Common Phonograms (ack, ank, ash, ell, est, ick, ill, ink, ing, ock, uck, ump, unk, ail, ain, ay, eat, ight, ale, ame, ate, ice, ide, ine, oke, ore, an, ap, at, in, ip, it, op, ot, ug, aw)
  - Editing Our Writing (using all that we know about phonics)
- Utilize small group lessons from

Heinemann  
*Daily Café* by Gail Boushey and Joan Moser  
*The Art of Teaching Reading* by Lucy Calkins  
*Reading with Meaning Teaching Comprehension in the Primary Grades* by Debbie Miller  
*The Units of Study for Phonics* by Lucy Calkins  
*Making Words* by Pat Cunningham  
*Word-Solving Actions: Phonics Lessons for 1<sup>st</sup> Grade* by Fountas and Pinnell  
<http://readingandwritingproject.com>

**Technology:**

- i-Pads
- Chromebook
- Google Slides

**Assessments:**

**Formative:**

- Student/teacher conferences
- Reading notebooks or folders

**Summative:**

- Standards Based Rubrics

**Benchmark:**

Running Record 2nd Interval Assessment:  
 Below Benchmark: Level G or below  
 On Benchmark: Level H  
 Exceeds Expectations: Level I

Phonics assessments: Only for those students not reaching the benchmarks  
*A Guide to the Phonics Units of Study*

- Blacking out your word wall, p.107
  - By end of year: read 150 and write 110

**Alternative:**

- Student created

<p>support comprehension.</p> <ul style="list-style-type: none"> <li>● RF.1.4.A Read grade-level text with purpose and understanding.</li> <li>● RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>● 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.</li> <li>● 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).</li> <li>● SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>● SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>● SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>● 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.</li> <li>● SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>● SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● SL.1.6 Produce complete</li> </ul>	<p>the <i>Small Groups to Support Phonics</i> book to support your instruction during this unit</p> <p><b>High Frequency Words:</b> Introduce snap words connected to the phonics unit and provide time for students to practice individually, with partners, or in small groups</p>	<p>portfolio/collection of work</p>
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sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)		
<b>Interdisciplinary Connections</b>		
<p><b>Mathematics: Measurement and Data: 1.MDC. Represent and interpret data: 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</b> Activity: Students create a graph of sight words that appear most frequently through their text.</p> <p><b>Visual and Performing Arts: 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</b> Activity: Students will use information from a nonfiction read aloud to create a poster demonstrating the meaning of being “well” and how proper hygiene can affect their health.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</b> Activity: Students will use FlipGrid or Google Slides to share/report information they have learned while reading nonfiction texts with peers.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will pick a career that they are interested in; they will then list the schoolwork that set the foundation or that is used in this future career.</p>		
<b>Computer Science &amp; Design Thinking</b>		
<p><b>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</b> Activity: Students will take a virtual tour of a Zoo or Aquarium and share facts with a partner/small group about the animals they saw. They will focus on connections between what they read and what they saw in the virtual tour. Students will discuss how prior to technological advances, these activities were done.</p>		

Reading Unit 8 ~  
Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fantasy Mini Unit  
June

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Bring books to life by role playing their characters in fantasy fiction stories.</li> <li>Drama, fluency, and critical thinking create richer conversations about books.</li> <li>Readers can direct each other</li> </ul>	<p><b>Bend 1: Stepping into the magical world of fairy tales, fables, and fantasy</b></p> <ul style="list-style-type: none"> <li>Read closely and step into the shoes of a character</li> <li>Good readers infer how a character feels</li> <li>Readers work with a partner to</li> </ul>	<p><b>Core Materials:</b>  Units of Study for Reading  Units of Study for Phonics</p> <p><b>Supporting Materials:</b>  Leveled Bookroom  Classroom Libraries  <a href="#">Phonological Awareness</a></p>

<p>in order to see the big picture.</p> <ul style="list-style-type: none"> <li>Reading partnerships can evolve into larger book clubs.</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>RL.1.1. Ask and answer questions about key details in a text.</li> <li>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>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.</li> <li>RL.1.6. Identify who is telling the story at various points in a text.</li> <li>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</li> <li>RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</li> <li>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>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.</li> <li>RF.1.3.F Read words with inflectional endings.</li> <li>RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</li> <li>RF.1.4 Read with sufficient accuracy and fluency to</li> </ul>	<p>envision the world of the story</p> <p><b>Bend 2: Literary language and vocabulary</b></p> <ul style="list-style-type: none"> <li>Books have many types of literary language</li> <li>Readers discuss and make meaning of the language in books</li> <li>Encountering made-up words and wordplay in a text</li> </ul> <p><b>Bend 3: Discovering predictable roles characters play</b></p> <ul style="list-style-type: none"> <li>Characters fall into predictable roles</li> <li>In some parts of a story, characters can be more complicated</li> </ul> <p><b>Bend 4: Comparing and contrasting lessons that stories convey</b></p> <ul style="list-style-type: none"> <li>Stories offer lessons through what befalls a character</li> <li>Readers can take away different messages from a story</li> <li>Different texts can have similar themes or messages</li> </ul> <p><b>Phonics:</b> <b>Phonics Projects</b></p> <ul style="list-style-type: none"> <li>Guide students through another round (or more) of <a href="#">phonics projects</a></li> <li>Additional materials are available in the online resources section of Unit 5: Orientation to the Unit</li> <li>Replicate the process for phonics projects from bend four of unit 5, this time spotlighting phonics concepts students need to explore or reinforce</li> <li>Topics that many first graders would benefit from revisiting in phonics include: <ul style="list-style-type: none"> <li>Short Vowel (CVC) and Long Vowel (CVCE) Patterns</li> <li>Tricky Blends and Digraphs</li> <li>Endings</li> </ul> </li> </ul>	<p><a href="#">Instruction Toolkit</a></p> <p><b>Mentor Texts (Instructional Read Aloud):</b>  <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</p> <p><b>Teacher Resources:</b>  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 Writing</i> 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>The Units of Study for Phonics</i> by Lucy Calkins  <a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>e-books <ul style="list-style-type: none"> <li>Raz-Kids</li> <li>Tumblebooks</li> </ul> </li> </ul> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>Student/teacher conferences</li> <li>Reading notebooks or folders</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Standards Based Rubrics</li> </ul> <p><b>Benchmark:</b></p>
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<p>support comprehension.</p> <ul style="list-style-type: none"> <li>● RF.1.4.A Read grade-level text with purpose and understanding.</li> <li>● RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>● 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. <ul style="list-style-type: none"> <li>● 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).</li> <li>● SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>● SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li>● SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>● 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.</li> <li>● SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>● SL.1.6 Produce comNJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a</li> </ul>	<ul style="list-style-type: none"> <li>○ Vowel Teams</li> <li>○ Diphthongs</li> <li>○ R-Controlled Vowels</li> <li>○ Punctuation Study</li> <li>○ 37 Most Common Phonograms (ack, ank, ash, ell, est, ick, ill, ink, ing, ock, uck, ump, unk, ail, ain, ay, eat, ight, ale, ame, ate, ice, ide, ine, oke, ore, an, ap, at, in, ip, it, op, ot, ug, aw)</li> <li>○ Editing Our Writing (using all that we know about phonics)</li> <li>● Utilize small group lessons from the <i>Small Groups to Support Phonics</i> book to support your instruction during this unit</li> </ul> <p><b>High Frequency Words:</b> Introduce snap words connected to the phonics unit and provide time for students to practice individually, with partners, or in small groups</p>	<p>Running Record End of Year Assessment: Below Benchmark: Level H or below Approaching Benchmark: Level I On Benchmark: Level J/K Exceeds Expectations: Level L</p> <p>Phonics assessments: Only for those students not reaching the benchmarks <i>A Guide to the Phonics Units of Study</i></p> <ul style="list-style-type: none"> <li>● Blacking out your word wall, p.107 <ul style="list-style-type: none"> <li>○ By end of year: read 150 and write 110</li> </ul> </li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Reader's Notebook</li> <li>● Performance/Skit</li> </ul>
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text. plete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)		
<b>Interdisciplinary Connections</b>		
<p><b>Visual and Performing Arts: 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</b> Activity: Students will recreate or create a new version of a Fairy Tale to act out within a small group. Students will demonstrate their ability to use intonation and inflection while speaking.</p> <p><b>Social Studies: 6.1.2.CivicsDP3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</b> Activity: Students will read some of their favorite Fairy Tales, Fables, or Legends. Then they will create a chart to compare and contrast the characters in the story with modern day Americans. What symbols and values are put into Fairy Tales, Fables, or Legends?</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.5: Explain what a digital footprint is and how it is created. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</b> Activity: Students will create a video or presentation on Flipgrid, Movie Maker, or Google slides to enhance their story.</p> <p><b>9.2.2.CAP4: List the potential rewards and risks to starting a business.</b> Activity: Students will listen to the book <i>When I Grow Up</i> by Tim Minchin. They will discuss why people work and create a list of different jobs. How do people who want to build their own businesses start?</p>		
<b>Computer Science &amp; Design Thinking</b>		
<p><b>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</b> Activity: Students will create an illustration via Sketchpad, Canva, or Google Docs. They will then use this picture to create a Fairy Tale or story to share with their peers.</p>		

**1<sup>st</sup> GRADE WRITING**

**Writing Units 1 and 2~  
 Launching Writing/Small Moments: Writing With Focus, Detail, and Dialog  
 September-October**

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Lives are full of stories to tell</li> <li>● Writers zoom in on small moments</li> </ul>	<p><a href="#"><u>Launching Writing</u></a>  <b>Part I:</b></p> <ul style="list-style-type: none"> <li>● Starting writing</li> <li>● Carrying on independently</li> </ul>	<p><b>Core Materials:</b>            Units of Study for Writing</p> <p><b>Supporting Materials:</b></p>

<ul style="list-style-type: none"> <li>Writers tell stories in Itsy-Bitsy steps</li> <li>Writers unfreezing characters, bringing what’s inside out, and use drama to bring stories to life</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>A.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>L.1.1.A Print all upper- and lowercase letters.</li> <li>L.1.1.F Use frequently occurring adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>as writers</li> <li>Using supplies independently</li> <li>Telling stories in illustrations</li> <li>Drawing even hard-to-make ideas</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>Using both pictures and words, like famous authors</li> <li>Stretching and writing words</li> <li>Stretching and writing words: Initial sounds</li> <li>Spelling the best we can ... and moving on</li> <li>Using writing tools: The alphabet chart</li> </ul> <p><b>Part 3:</b></p> <ul style="list-style-type: none"> <li>Creating a place for writing-in-progress: Long-term projects</li> <li>Introducing booklets</li> <li>Widening writing possibilities: Lists and letters</li> <li>Widening writing possibilities: Real-world purposes</li> </ul> <p><b>Part 4:</b></p> <ul style="list-style-type: none"> <li>Fixing up writing</li> <li>Editing and fancying up writing</li> <li>Reading into the circle: An author’s celebration</li> </ul> <p><b>Small Moments</b>  <b>Bend 1: Setting up Routines and Writing Small Moment Stories with Independence</b></p> <ul style="list-style-type: none"> <li>Lives are full of stories to tell</li> <li>Planning for writing: Writers touch and tell, sketch, and then write</li> <li>Using pictures to add on</li> <li>Stretching words to spell them: hearing and recording all sounds</li> <li>Zoom in: Focusing on small moments</li> <li>Partnerships and storytelling</li> <li>Reading our writing like</li> </ul>	<p>Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b>  <i>Night of the Veggie Monster</i> by Goerge 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  <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</p> <p><b>Teacher Resources:</b>  <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project  <a href="http://readingandwritingproject.com/">http://readingandwritingproject.com/</a>  <i>The Continuum of Literacy</i></p>
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<ul style="list-style-type: none"> <li>• L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>• L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.1.2.B Use end punctuation for sentences.</li> <li>• L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>• L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>• 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.</li> <li>• L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>• 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).</li> </ul>	<p>we read our books</p> <p><b>Bend 2: Bringing Small Moments to Life</b></p> <ul style="list-style-type: none"> <li>• Unfreezing our characters and our writing</li> <li>• Telling stories in small steps</li> <li>• Bring what’s inside out” making characters think and feel</li> <li>• Using drama to bring stories to life</li> <li>• Using familiar words to spell new words</li> <li>• Editing: Capital letters and end marks help readers</li> </ul> <p><b>Bend 3: Studying Other Writers’ Craft</b></p> <ul style="list-style-type: none"> <li>• Studying a story to learn ways the author makes it special</li> <li>• Trying out a craft move from a mentor text: Writing exact actions</li> <li>• Writing with pop-out words</li> <li>• Turning to other mentor texts</li> </ul> <p><b>Bend 4: Fixing and Fancing Up Our Best Work</b></p> <ul style="list-style-type: none"> <li>• Using all we know to revise</li> <li>• Editing with a checklist</li> <li>• Making books ready for the library</li> <li>• Celebrating writing</li> </ul> <p><b>Handwriting:</b>  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</p>	<p><i>Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Ipad</li> <li>• Google Docs</li> </ul> <p><b>Assessments:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Pre-assess for narrative writing in order to capture what students already know how to do in narrative writing</li> <li>• Checklist for Narrative Writing</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</li> <li>• Narrative rubric</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Pathways Performance Assessments</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• District Narrative Benchmark Assessment</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Story Map</li> </ul>
<b>Interdisciplinary Connections</b>		

**Social Studies:6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.** Activity: Students will explore the events that led to the creation of the United States and the state of New Jersey and share findings or interesting facts with a classmate. Students will share holidays and traditions that were established due to these events. (resource:<https://www.state.nj.us/state/historykids/teachersGuide.htm>)

**Comprehensive Health and Physical Education: 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).** Activity: Students will watch a Brainpop Jr video on Cold & Flu or read the book *Germs are Not For Sharing* by Elizabeth Verdick. Students will then discuss and create a picture to remind their classmates how to help prevent the spread of common diseases. They will include a piece of this information in a story written for the unit.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Act as a responsible and contributing community member and employee. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).** Activity: Students will create a list of responsibilities they have at school, at home, or within their community. They will compare this to the responsibilities of their characters.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.** Activity: Students will create a collage of community helpers in and around the school. They will compare this to the characters in their stories.

**Computer Science & Design Thinking**

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will build their descriptive language and vocabulary by playing Kahoot with students in other first grade classes.

**Writing Unit 3~  
Writing How-to Books  
November-December**

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Procedural texts have a specific structure</li> <li>● Writers use the revision process to write more clearly and with elaboration</li> <li>● The use of mechanics impacts a reader's ability to understand a text</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>● A.W2. Write informative/explanatory texts to examine and convey complex ideas and information</li> </ul>	<p><b>Bend 1: Thinking of Topics, Rehearsing, and Writing Tons of Books</b></p> <ul style="list-style-type: none"> <li>● Structure of a how-to book</li> <li>● Write with energy and produce many procedural books</li> </ul> <p><b>Bend 2: Write in Such a Way that Readers Can Read the Text and Follow Directions</b></p> <ul style="list-style-type: none"> <li>● Procedural texts include directions that can be easily followed</li> <li>● Thinking about the clarity of</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read-aloud)</b> <i>How to be a Baby, by Me the Big Sister</i>, by Sally Lloyd-Jones <i>How to Teach a Slug to Read</i>, by Susan Pearson <i>101 Things to Make and Do</i>, published by Parragon</p>

<p>clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>• A.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> <li>• A.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.1.1.B Use common, proper, and possessive nouns.</li> <li>• L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>• L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>• L.1.2 Demonstrate command of the conventions of standard</li> </ul>	<p>directions and mechanics</p> <p><b>Bend 3: With Feedback, Writers Can Revise Their How-To Texts, Make New Texts Worlds Better, and Share Them with an Audience</b></p> <ul style="list-style-type: none"> <li>• Lifting the level of procedural writing</li> <li>• Write clearer more elaborated texts from the beginning</li> <li>• Improve procedural texts through revision</li> </ul> <p><b>Handwriting:</b>  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</p>	<p><i>How to Babysit a Grandpa</i>, by Jean Reagan  <i>How to Be a Ballerina</i>, by Harriet Castor  <i>How to Make Bubbles, How to Make a Bouncing Egg, How to Make Slime, How to Make a Liquid Rainbow</i>, published by Pebble Plus  <i>Change It! Solids, Liquids, Gases and You</i>, by Adrienne Mason  <i>How a House Is Built</i>, by Gail Gibbons  <i>How to Lose All Your Friends</i>, by Nancy Carlson  <i>Let's Cook!</i> By Backpack Books  <i>My First Ballet Class</i> by Alyssa Satin Capucilli</p> <p><b>Teacher Resources:</b>  <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project <i>Nonfiction Chapter Books</i> written by Lucy Calkins, Kristine Mraz, and Barbara Golub  <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>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins  Handwriting Without Tears</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Flipgrid</li> <li>• Google Slides</li> </ul> <p><b>Assessments:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Pre-assess for information writing in order to capture what students already know how to do in narrative writing</li> <li>• Checklist for</li> </ul>
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<p>English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• NJSLS.L.1.2.A Capitalize dates and names of people.</li> <li>• L.1.2.B Use end punctuation for sentences.</li> <li>• L.1.2.C Use commas in dates and to separate single words in a series.</li> <li>• L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>• L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>• 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.</li> <li>• L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> </ul>		<p>Information Writing</p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• <u>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</u> by Lucy Calkins</li> <li>• Information rubric</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Pathways Performance Assessments</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Skit</li> <li>• How-To Flipgrid video</li> </ul>
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**Interdisciplinary Connections**

**Math: Operations and Algebraic Thinking 1.OA.** Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Activity: Students create word problems about a school-related topic (i.e., recess, books read, classroom materials). Each student will then show their work using pictures and numbers.

**Visual and Performing Arts: 1.4.2.Cr1c:** Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). Activity: Students will be given a homework assignment to write a how to about an event that occurs at home,

such as how to unpack their backpack, how to get ready for bed or how to get ready for school. The students will then act out their events.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice:** Work productively in teams while using cultural/global competence. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Students will work in groups to peer revise their writing. Students will record their peers acting out their writing to check for accuracy.

**9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will be given assignments to pick a place in the community and work with their parents to write and/or draw the rules that should be adhered to while there. This will include the people who are responsible for making and enforcing the rules.

**Computer Science & Design Thinking**

**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Students will use Google Slides, Google Docs, or Word to create a step by step How-To Book.

**Writing Unit 4 ~  
Informational Writing: Nonfiction Chapter Books  
January-February**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Writing teaches readers about a topic</li> <li>• Writers keep their audience in mind</li> <li>• Nonfiction texts contain different kinds of writing</li> <li>• Writers do research</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• A.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• 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.</li> <li>• A.W8. Gather relevant information</li> </ul>	<p><b>Bend 1: Writing Teaching Books With Independence</b></p> <ul style="list-style-type: none"> <li>• Writers get ready to write by teaching all about a topic</li> <li>• Writers tell information across their fingers, sketch, then write</li> <li>• Writers keep readers in mind, writing to answer their questions</li> <li>• Nonfiction writers teach with pictures as well as words</li> <li>• Being brave enough to spell domain-specific words</li> <li>• Nonfiction writers use readers to help them add and subtract</li> <li>• Taking stock: Self-assessing and setting goals</li> <li>• Editing, spelling, capitals, and punctuation</li> </ul> <p><b>Bend 2: Nonfiction Writers Can Write Chapter Books</b></p> <ul style="list-style-type: none"> <li>• Writing tables of contents</li> <li>• Planning and writing chapters</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>Sharks!</i> by Anne Schreiber <i>Trucks and Trains</i> published by National Geographic <i>Goldfish, Mice, or Cats</i> published by Rigby PM series</p> <p><b>Teacher Resources:</b> <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project See the book: <i>Nonfiction Chapter Books</i> written by Lucy Calkins, Kristine Mraz, and Barbara Golub</p>

<p>from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> <li>• A.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking everything).</li> <li>• L.1.1.F Use frequently occurring adjectives.</li> <li>• L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>• L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>• L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>• L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>• L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and</li> </ul>	<p>while resolving to get better</p> <ul style="list-style-type: none"> <li>• Writers write details and help readers picture the details by using comparisons</li> <li>• Different kinds of writing in teaching books: Chapters can contain how-to writing, persuasive writing, and stories</li> <li>• Introductions and conclusions</li> <li>• Fixing up writing by pretending to be a reader</li> </ul> <p><b>Bend 3: Writing Chapter Books with Greater Independence</b></p> <ul style="list-style-type: none"> <li>• Writers use all they know to plan for new chapter books</li> <li>• Writers do research, like finding images or photos, to help them say more</li> <li>• Editing “On the Go”: Varying end punctuation to bring out a teaching book’s meaning</li> <li>• Using craft moves learned in small moments: Pop-out words and speech bubbles</li> <li>• A final celebration</li> </ul> <p><b>Handwriting:</b> 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</p>	<p><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 <i>Handwriting Without Tears Writing Pathways for Grades K-5</i> by Lucy Calkins</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Google Docs</li> </ul> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Pre-assess for information writing in order to capture what students already know how to do in narrative writing</li> <li>• Checklist for Information Writing</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• <u><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</li> <li>• Information rubric</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Pathways Performance Assessments</li> </ul> <p><b>Benchmark:</b> District Information Benchmark Assessment</p> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Create a college to represent their nonfiction topic</li> </ul>
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<p>phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> <li>• L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• 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.</li> <li>• 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).</li> </ul>		
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**Interdisciplinary Connections**

**Science:1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.** Activity: Students will create a chart to compare and contrast traits. Students identify the traits that are similar. Students will also be able to describe differences within a family or classification group. Students will use this information to improve details in their writing.

**Comprehensive Health and Physical Education: 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)** Activity: Using information from the safety research completed for their stories, students will create a poster to hang within the classroom, school, or in the community to share proper safety precautions to prevent injury ( i.e., proper bike riding safety, fire safety).

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively.**  
**9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).**  
**9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.2: Create a document using a word processing application.** Activity: Students will gather information from a book and an internet source. They will then practice how to use that information in their writing without copying it directly from the source.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).** Activity: Students will work in small groups to explore

careers from the past and compare these occupations to the present. They will make a Venn Diagram to show the differences of the past vs. the present in that field and discuss how they can use this information in their written work to make it more interesting.

**Computer Science & Design Thinking**

**8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.** Activity: Students will gather information from book and internet sources. They will then practice how to use that information in their writing without copying it directly from the source.

**Unit 5  
Opinion Writing: Writing Reviews about Topics and Texts  
February - March**

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• People collect things and write opinions about their collections</li> <li>• Reviews and letters can persuade others</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• A.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• A.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing</li> </ul>	<p><b>Bend 1: Best in Show: Judging Our Collections</b></p> <ul style="list-style-type: none"> <li>• People collect things and write opinions about their collections</li> <li>• Explaining judgments in convincing ways</li> <li>• How do I write this kind of writing well?</li> <li>• Opinion writers expect disagreement</li> <li>• Awarding booby prizes for more practice and fun</li> <li>• Bolstering arguments</li> <li>• Editing and publishing: Making writing “Best in Show”</li> </ul> <p><b>Bend 2: Writing Persuasive Reviews</b></p> <ul style="list-style-type: none"> <li>• Writing reviews to persuade others</li> <li>• Talking right to readers</li> <li>• Making comparisons in writing</li> <li>• Hook your reader: Writing catchy introductions and conclusions</li> <li>• Partners work together to give writing checkups</li> <li>• Making anthologies: A celebration</li> </ul> <p><b>Bend 3: Writing Persuasive Book Reviews</b></p> <ul style="list-style-type: none"> <li>• Using all you know to write book reviews</li> <li>• Giving sneak peek summaries</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b> <i>I am Invited to the Party</i> by Mo Willems Teacher selected materials</p> <p><b>Teacher Resources:</b> <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project <i>From Scenes to Series</i> written by Lucy Calkins, Mary Ehrenworth, &amp; Christine Holley <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> <li>• Ipad</li> </ul> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Pre-assess for opinion writing in order to capture</li> </ul>

<p>or speaking.</p> <ul style="list-style-type: none"> <li>• L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>• L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>• L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>• L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.1.2.C Use commas in dates and to separate single words in a series.</li> <li>• L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>• L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>• 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.</li> <li>• 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.</li> <li>• L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> <li>• L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Not too long, not too short: Using conjunctions</li> <li>• Writing a review: Making sure reviews are brimful of the best work</li> <li>• Book review talks: A Reading Rainbow style celebration</li> </ul> <p><b>Handwriting:</b>  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  Form upper and lower case letters proportionately in manuscript</p>	<p>what students already know how to do in narrative writing</p> <ul style="list-style-type: none"> <li>• Checklist for Opinion Writing</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• <u>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</u> by Lucy Calkins</li> <li>• Opinion rubric</li> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Writing Pathways Performance Assessments</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• District Opinion Benchmark Assessment</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Pamphlet (Review a book, restaurant, or movie)</li> </ul>
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### Interdisciplinary Connections

**Social Studies: 6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).  
Activity: Students will research our community, finding facts about the area. They will then create a document to share their findings.

**Visual and Performing Arts: 1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.  
Activity: Students will create a pamphlet that includes words and illustrations about their favorite movie, book, toy, or restaurant.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.7:** Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information. Activity: Students will express their opinion about a favorite book, movie, food, or activity. Their partner will then ask them questions to gather more information and then share their opinion on the topic. Students will then record their findings in a class data sheet representing their opinions.

**9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will survey classmates asking which book they prefer. Then students will then input information into a google doc or excel to analyze for book reviews. They will have a brief discussion of why computer skills are important and which careers need them.

### Computer Science & Design Thinking

**8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats. Activity: Students will survey classmates asking which book they prefer. Then students will then input information into a google doc or excel to analyze for book reviews.

### Writing Unit 6~ From Scenes to Series: Writing Fiction March-April

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Stories include “trouble”</li> <li>● Characters can be used in more than one adventure</li> <li>● “Show, not tell” in writing</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>● A.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● A.W5. Develop and strengthen writing as needed by planning,</li> </ul>	<p><b>Bend 1: Fiction Writers Set Out to Write Realistic Fiction</b></p> <ul style="list-style-type: none"> <li>● Serious fiction writers do some serious pretending</li> <li>● Writers develop a “Can-Do” Independent attitude</li> <li>● Writers learn to get their characters out of trouble</li> <li>● Serious writers get serious about spelling</li> <li>● Taking stock: Writers use checklists to set goals</li> </ul> <p><b>Bend 2: Fiction Writers Set Out to</b></p>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> Teacher selected materials</p> <p><b>Teacher Resources:</b> <i>Units of Study for Teaching Writing in Opinion, Information and</i></p>

<p>revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>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).</li> <li>L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> </li> <li>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> </li> <li>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. <ul style="list-style-type: none"> <li>L.1.4.B Use frequently occurring</li> </ul> </li> </ul>	<p><b>Write Series</b></p> <ul style="list-style-type: none"> <li>Series writers always have a lot to write about</li> <li>Introducing your character in Book One of a series: What does your reader want to know?</li> <li>Writers develop their dialogue</li> <li>Saddle up to the revision party and bring your favorite writer</li> <li>Celebrating our first stories</li> </ul> <p><b>Bend 3: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers</b></p> <ul style="list-style-type: none"> <li>Series writers investigate what makes realistic fiction realistic</li> <li>Writers “show, not tell” by focusing on tiny realistic details</li> <li>Fiction writers include chapters: writing a beginning, middle, and end</li> <li>Patterns help writers elaborate</li> <li>Writers use their superpowers to work with greater independence</li> </ul> <p><b>Bend 4: Getting Ready to Publish Our Second Series</b></p> <ul style="list-style-type: none"> <li>Punctuation parties</li> <li>Writers use illustrations to tell important details</li> <li>“Meet the Author” page</li> <li>Getting ready for the final celebration</li> <li>A celebration of series writers</li> </ul> <p><b>Handwriting:</b>  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  Form upper and lower case letters proportionately in manuscript</p>	<p><i>Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  Handwriting Without Tears</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Document camera</li> </ul> <p><b>Assessments:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>Pre-assess for narrative writing in order to capture what students already know how to do in narrative writing</li> <li>Checklist for Narrative Writing</li> <li>Student/teacher conferences</li> <li>Writing samples</li> <li>Writers Notebooks</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</li> <li>Narrative rubric</li> <li>Student writing portfolios</li> <li>Student presentations</li> <li>Writing Pathways Performance Assessments</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul>
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<p>affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <ul style="list-style-type: none"> <li>• L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> <li>• L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• 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.</li> <li>• 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).</li> </ul>		
<b>Interdisciplinary Connections</b>		
<p><b>Social Studies: 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</b> Students will read texts about folk heroes as mentor texts for their characters. Students will work in pairs and discuss what they read.</p>		
<p><b>Visual and Performing Arts: 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.</b> Students will create a work of art from any modality that represents a hero from their text.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.5: Describe the difference between real and virtual experiences.</b> Activity: Students will participate in the peer revision process. Students will search for fiction books and watch them to see how fiction stories flow.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will survey classmates asking which story they prefer after a gallery walk. They will have a brief discussion of why writing skills are important.</p>		
<b>Computer Science &amp; Design Thinking</b>		

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. Activity: Students will then input their character sketch into a google doc or excel.

Writing Unit 7 ~  
Writing Projects  
May

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Writers write with stamina</li> <li>Writers revise and edit often</li> <li>Writers use mentor texts to improve their writing</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li> <li>W.1.8. With guidance and support</li> </ul>	<p>In this unit, teachers will guide students through a round (or more) of writing projects similar to the <a href="#">phonics projects</a></p> <ul style="list-style-type: none"> <li>Topics that many first graders would benefit from revisiting can be found in <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Resources:</b> <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project <i>If...Then Curriculum</i> p. 16 <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Handwriting Without Tears</i></p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Chromebook</li> </ul> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>Student/teacher conferences</li> <li>Writing samples</li> <li>Writers Notebooks</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</li> <li>Rubric</li> <li>Student writing portfolios</li> <li>Student presentations</li> <li>Writing Pathways Performance Assessments</li> </ul>

from adults, recall information from experiences or gather information from provided sources to answer a question.		<b>Alternative:</b> <ul style="list-style-type: none"> <li>Prewriting documents</li> </ul>
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**Interdisciplinary Connections**

**Social Studies: 6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). Activity: Students will research our community, finding facts about the area. They will then create a document to share their findings.

**Visual and Performing Arts: 1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks. Activity: Students will create a pamphlet that includes words and illustrations about their favorite movie, book, toy, or restaurant.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.2:** Explain the importance of respecting the digital content of others. **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: Students will research a favorite author for inspiration to help create their next writing piece.

**9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will survey classmates asking which book they prefer. Then students will then input information into a google doc or excel to analyze for book reviews. They will have a brief discussion of why computer skills are important and which careers need them.

**Computer Science & Design Thinking**

**8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats. Activity: Students will survey classmates asking which book they prefer. Then students will then input information into a google doc or excel to analyze for book reviews.

**Writing Unit 8 ~  
Poetry: The Craftsmanship of Writing Poetry  
June**

Understandings	Teaching Points	Mentor Texts/Resources
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Events in our lives and the people that matter to us most are good place to start for poetry topics</li> <li>Poets experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling</li> <li>Poets use precise words to create imagery</li> </ul> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>W.1.5. With guidance and support from adults, focus on a topic,</li> </ul>	<p>In this unit of study, students will write a series of poems focusing on imagery rather than rhyming.</p> <p><b>Bend 1: Immersion in Songwriting and Poetry: Setting the Stage</b></p> <ul style="list-style-type: none"> <li>The rhythm, sounds, and ideas of poetry</li> <li>How poems look</li> <li>Poems capture rich and beautiful details</li> <li>What are the author's reasons for his/her craft</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supporting Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> Poetry written by Eloise Greenfield, Bobbi Katz, Valerie Worth, Shel Silverstein, Jack Prelutsky <i>Inside My Heart</i> by Zoe Ryder White</p>

<p>respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <ul style="list-style-type: none"> <li>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.</li> <li>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>L.1.1.B Use common, proper, and possessive nouns.</li> <li>L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>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).</li> <li>L.1.1.F Use frequently occurring adjectives.</li> <li>L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</li> </ul> </li> <li>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>L.1.2.A Capitalize dates and names of people.</li> <li>L.1.2.B Use end punctuation for sentences.</li> <li>L.1.2.C Use commas in dates and to separate single words in a series.</li> <li>L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> </li> <li>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.</li> </ul>	<p>moves</p> <p><b>Bend 2: Studying the Rhythm and Voice of Songs to Help Us Write Our Own</b></p> <ul style="list-style-type: none"> <li>Using familiar tunes to jump start writing</li> <li>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</li> <li>Craft songs that teach and writing with purpose</li> <li>Be inspired by objects and use your senses when writing</li> </ul> <p><b>Bend 3: Songwriters and Poets Write from the Heart</b></p> <ul style="list-style-type: none"> <li>Poets write from the heart: Reaching for meaningful topics by asking, “What really matters to me?”</li> <li>Strategies for showing strong feelings in poems and songs</li> <li>Sharing work with partners and using feedback for revisions</li> </ul> <p><b>Bend 4: Songwriters and Poets Revise and Write New Songs and Poems</b></p> <ul style="list-style-type: none"> <li>Strategies for being good poetry partners- listening, reading, complementing, and questioning</li> <li>Writers revise through elaboration- adding verses, making comparisons, and thinking about word choice and the shades of meaning of words</li> <li>Get ready for publishing by thinking about words, letters, and punctuation</li> </ul> <p><b>Handwriting:</b> Write letters that can be easily read Form upper and lower case letters proficiently in manuscript</p>	<p><i>Time of Wonder</i> by Robert McClosky <i>Blast Off! Poems About Space</i> selected by Lee Bennett Hopkins <i>Creatures of Earth, Sea, and Sky</i> by Georgia Heard <i>Good Luck Gold and Other Poems</i> by Janet S. Wong <i>Little Dog Poems</i> by Kristine O’Connell George <i>Songs of Myself: An Anthology of Poems and Art</i> compiled by Georgia Heard</p> <p><b>Resources:</b> <i>Kids’ Poems Teaching First Graders to Love Writing Poetry</i> by Regie Routman <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project <i>If...Then Curriculum</i> p. 16 <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann Handwriting Without Tears</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Chromebook</li> <li>Wordle <a href="http://www.wordle.net/">http://www.wordle.net/</a></li> </ul> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>Student/teacher conferences</li> <li>Writing samples</li> <li>Writers Notebooks</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</li> <li>Rubric</li> <li>Student writing portfolios</li> <li>Student presentations</li> <li>Writing Pathways Performance Assessments</li> </ul>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> <li>• L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• 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.</li> <li>• 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).</li> </ul>	<p>Form upper and lower case letters proportionately in manuscript</p>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Word Collage</li> </ul>
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#### Interdisciplinary Connections

**Mathematics: 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols.** Activity: Students will survey classmates asking which genre of writing they prefer. Students will use this information to compare the number of students that prefer fiction to nonfiction or other genres.

**Visual and Performing Arts: 1.2.2.CR1e: Choose ideas to create plans for media art production.** Activity: Students draw a picture to accompany one of their poems. The students will then have a museum (picture) walk to see the work of their peers.

#### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).** Activity: Students will create a poem using [Wordle](#) and will add images.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Students will work in small groups to discuss the careers available in the field of poetry writing and if they would be of interest to them.

#### Computer Science & Design Thinking

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Students will create a poem using [Wordle](#) and add images.

