

READINGTON PUBLIC SCHOOL DISTRICT

First Grade Literacy Curriculum

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I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) phonics/spelling/word study, and (3) speaking and listening. The grade one curriculum is designed to provide students with the instruction they need to enter the world of the literate. Building on the concepts of print, phonemic awareness, comprehension strategies and writing skills that the children have developed in kindergarten, the curriculum supports children as they further their reading and writing skills so as to read and write with fluency and increasing skill.

Students are expected to come to first grade reading as a beginning reader. They should be able to read two to six lines of print on a page reading smoothly and automatically from left to right across words and across lines of print, sweeping back to the left margin for each new line and reading print on both left and right pages. In order to help first grade students with this goal teachers use research based strategies such as read aloud, shared reading, word work, and interactive writing to develop students' skills. Teachers use guided reading instruction that helps our youngest learners build in already established reading behaviors. Reading instruction includes a read aloud, shared reading, independent reading and author studies. The centerpiece of the reading program is guided reading. In guided reading students are guided through a series of increasingly challenging leveled texts in small groups. In these small groups the students learn to coordinate their use of cues (syntactic, semantic, and phonetic) as they gain control over text and read for meaning. The groups are made up of no more than six students in a small group and are dynamic, with group membership changing as teachers assess student needs, focus on different strategies, or move students up the levels of text difficulty.

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

Children are encouraged to develop their writing abilities through a writing workshop structure. Students write daily for a variety of writing experiences, generate ideas for writing through talking with the teacher and classmates, learn prewriting, drafting and editing strategies and learn the conventions of written language (mechanics) that are appropriate for their age and grade level. In writers workshop students focus on specific text types: narrative, informative, and opinion. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. By June of first grade students should be able to come to writers workshop with ideas, have writing territories, and a wide repertoire of strategies to write. A writer at the end of first grade has started to move away from coming up with an event to write about to considering, "*What do I really want to write about?*" Writers may offer several ideas but stop and consider which one he/she really wants to tell. First grade writers by the end of the year are able to draft at least four to five pages of writing per day, with three to four or more sentences per page (between twelve and fifteen sentences per day). They remain involved in talking about, drawing, and writing their books for forty minutes. At the end of first grade a young writer is able to utilize a small repertoire of strategies (add more dialogue, take away parts, add more details, stretch out the most important part, etc.,) The end-of-year first grade writer is able to revise with more purpose, considers craft and the effect different craft choices have on the way a story sounds to a reader. Writers workshop teaches editing to first graders. By the end of the year first graders should be able to reread their words to find a few of their mistakes in capitalization, ending punctuation, and spelling. They use available resources (e.g., word walls) to correct some of these mistakes. The Common Core expects that students at this level correctly capitalize dates and names of people, use ending punctuation in sentences, commas in dates and to separate single words in a series. Students will have begun to edit to make sure they have correctly capitalized proper nouns and use apostrophes when writing contractions and frequently occurring possessives.

Imbedded in the writing instruction is handwriting instruction. Students learn correct pencil grip, formation of letters and numbers and spacing between words. This instruction is centered on a formalized handwriting program adopted by the district.

Phonics, word study and spelling instruction are derived from the research that young readers and writers develop specific understandings over time. Word study includes developing sight word knowledge and spelling

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

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

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

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

II. COMPONENTS OF BALANCED LITERACY

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

- Reading Workshop
- Writing Workshop
- Speaking and Listening
- Phonics, Spelling, and Word Study
- **Reading Workshop: (Approximately 45 minutes daily)**

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson, independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share. The structure of the reading workshop stays the same, even when the unit changes from month to month and grade to grade. For example, every day in reading workshop, explicit instruction through a brief mini-lesson, long stretches of time to read just-right books (and sometimes books that are a tiny bit challenging) and individual assessment-based conferences and coaching. Each day first graders will have time to sit hip-to-hip, one copy of the book between them, reading aloud in unison or taking turns. Students will meet in small groups within the reading workshop. Additional time for small group instruction is provided for students that are struggling readers.

Mini-Lesson- The mini lesson takes place at the beginning of the reading workshop and should last about 10 minutes (no longer than 15). Students should be gathered at a central location (like a carpet) for the mini-lesson. During this time, the teacher clearly states the teaching point for that lesson. The teacher then models the skill or strategy they are teaching and involves the students in thinking with them as the teacher demonstrates exactly what they want students to learn to do as readers. In first grade this might be testing out whether or not a book feels “just right”, generating predictions for the kind of text that is being read, ways to work with partners, tackling tricky words, monitoring for sense, using fix-up strategies when sense falls apart, making places to share

with partners, and so forth. Students then have an opportunity to practice the skill or strategy during the mini-lesson, while receiving support. Later, readers will draw on this strategy independently, as needed. Finally, the students are given a chance to practice the skill or strategy while still gathered together.

Student Independent Reading Time with Guided Reading: Students build their stamina to read by having time to read and engaging with books. Teachers use a gradual release of responsibility so that student can practice in small groups and pairs the reading strategies that were taught in mini-lessons. Time for students to read independently and practice using and applying strategies is a critical foundation of readers workshop. Students spend lots of time practicing reading. Even the youngest learners need this time to interact with books and talk to their peers about what they are reading. Children disperse from the mini-lesson, book bins or baggies in hand, and find a spot to read. Throughout the year first graders are building their stamina to stay in one place and read. The length of independent reading time will grow as the year progresses with the goal for first grade readers to be able to sustain reading for at least forty-five minutes in a reading workshop period. Independent reading is supported by the classroom library.

Mid-Workshop Teaching Point- Many times as teachers are conferring with students, they notice that there is either a common difficulty students are having or that most students seem to grasp the concept and are ready to move on. Thus, the mid-workshop teaching point can be used either to clarify confusion, or to expand upon a strategy to push students to go further in their reading. It can also allow us to correct misconceptions, to remind students of a previous day's lesson that has special relevance, to instruct students about their upcoming partner work, or to rally readers to work harder or longer. The mid-workshop teaching point is most often decided during the workshop and comes as a result of teacher observation. This should take no more than few minutes, during which students generally stay in their reading spots rather than reconvene in the meeting area.

Teaching Share - At the end of a workshop, after reading time, the teacher takes a couple minutes to wrap up the day's work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that days' workshop. It's used to share ways in which students have incorporated that day's mini-lesson into their work and to share their new insights or discoveries. The teacher sometime retells a conference or asks a student to share his or her reading work. The share should last no more than a few minutes.

Small Group Instruction- Small group reading instruction fits into the reading workshop curriculum framework. Often as students read, teachers confer with a couple of readers and then meet with a small group, often at a kidney shaped, guided reading table or gathered closely together on the carpet. In some classrooms, teachers have a separate time blocked for additional work with small groups of readers. It's important that small group work not substitute for reading workshop, but instead, offer additional opportunities for reading and instruction.

Guided Reading- Guided reading will be gradually integrated into the day as the school year progresses. First graders in small groups of two or three will participate in ten to fifteen minutes of individualized and/or small group instruction with the classroom teacher as often as possible, no fewer than twice a week. As soon as possible, at the beginning of the school year all children should be participating in some guided reading, with some groups meeting two or three times per week. Groupings are based on teacher observations of individual children's developing literacy behaviors, literacy assessments, and anecdotal records. Based on assessment, the teacher brings a group of readers together who are similar enough in their reading development that they can be taught together. The teacher might group students together by a strategy that needs to be developed and strengthened such as cross-checking, working through an unknown word, noticing or using punctuation for fluency. A teacher might also group students together by similar reading level in order to move students up a level of text difficulty. Students read independently at about the same level and can take on a new text selected by the teacher that is just a little more challenging. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing, thus expanding their reading powers. Guided reading helps children who are on the verge of reading make the shift to approximating and, then, reading leveled books with a line or two of simple text on each page. During a guided reading small group lesson a teacher introduces the text; reads some or all of the text demonstrating prompting for, or reinforces the effective use of systems of strategic actions; discusses the meaning; teaches for processing strategies; teaches aspects of word analysis and, at times, extends the meaning of the text to writing drawing, or extended talk. Typically,

guided reading occurs during choice or literacy center time. During choice or literacy center time all children should have the opportunity to practice, apply, and rehearse their developing language and literacy skills through interactive, manipulative activities embedded in the classroom learning centers.

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

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

Interactive Read Aloud and Literature Discussion- Interactive-read aloud consists of mentor texts that are selected by the teacher in order to demonstrate a reading strategy. Literature discussion is part of the shared reading experience. Students may discuss the books as a whole class but will also need to be engaged in more intimate routines like a "turn and talk" for a minute or two a few times within the larger discussion. This read-aloud time and book talk time is used to explicitly teach the skills of higher-level comprehension. This time is used to help students draw upon their full repertoire of reading strategies or to support a particular comprehension skill. Short texts often work well for these read alouds, or excerpts that are self-contained enough to illustrate and prompt for good reading and interpretation. During this time, students discuss their thoughts and ideas about the text, either as a group or in a partnership. These partnerships may be informal ("turn to your neighbor") or longer-lasting. When choosing read aloud texts, teacher aim to include a range of levels, genres, tones, and authors. Often the read aloud text is integral to many mini-lessons within a unit of study.

Shared Reading- Shared reading is a collaborative, whole class activity designed to introduce the children to a variety of genres, authors, illustrators within the process of developing skills as readers. Shared reading builds a foundation for reading competence while providing expanded opportunities for language development and exposure to literature. During shared reading students are reading from a common, enlarged text, either a large-print book, a chart, or a projected text. Students may have their own copies. Students read together or take roles in reading a shared text. They reflect the meaning of the text with their voices. The teacher leads the group, pointing to words or phrases. Reading is usually in unison, although there are adaptations, such as groups alternating lines or individual reading some lines. Reading with peers helps students read independently and grow as readers. Reading with someone helps readers, especially developing readers, to become more self-sufficient and less reliant on the teacher for assistance. Research shows that taking turns with a single partner, or reading with a group in unison, increases reading involvement, attention, and collaborating. In addition it also increases the following: the volume of reading, the level of attention to reading, rereading motivation, fluency, reading rate, word attack skills, and the love of reading. In first grade shared reading is a time to provide comprehension instruction, coaching readers to envision, infer, and synthesize.

Teachers use on-going performance based assessment to inform decisions around which literacy skills to emphasize. Quality literature from different genres is shared to explore concepts, functions of print, and the reading process. Poems, songs, charts, large and small format books featuring authentic literature, as well as

reading material with simplified text should be shared. Teachers promote interest, enjoyment, and motivation by emphasizing classroom conversations through shared reading. Familiar stories are revisited along with regular introduction of new written material.

Close Reading- Students do not do close reading all the time, but rather when the teacher wants them to closely examine the specific strategies of an author of a text or to mull over and rethink what a text is saying to them as a reader. Close readings are often done as a class on a poem, a picture book or a big book that is central to the theme of a unit. Teachers prompt students to look closely at one specific text noticing the words that they author used in the text or examining how punctuation plays a role in the meaning of a sentence or a group of sentences.

- **Writing Workshop: (Approximately 45 minutes daily)**

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time & conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writers workshop begins with a mini-lesson and is followed by independent writing within a specific genre of writing. Writing workshop gives students an opportunity to express themselves as storytellers, authors, and illustrators. It also provides a time to apply emergent understandings about letter sounds, words, and sentences in functional print contexts. Students write daily in writers workshop. Writing is taught like any other basic skill, with explicit instruction and ample opportunity for practice. Students write for real; they write all kinds of texts just like the ones they see in the world. Teachers set the stage for writers workshop by using familiar shared reading selections, along with everyday reasons for writing. During independent writing time students write about self-selected topics as the teacher conferences or pulls together small groups of writers who need the same type of support. At times the teacher meets with individual students. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing. The four main goals of writing workshop are for students to find and develop his or her own voice as a writer (i.e. translate what he or she knows, thinks, and feels into oral and written, illustrated stories), develop a piece of writing, from choosing topics to starting and ending a piece of writing, learn how to revisit and make changes to a piece, and understand that writing has everyday purposes.

In order to have a successful writers workshop teachers should...

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

Mini-Lesson- The mini lesson takes place at the beginning of the writing workshop and should last about 10 minutes. The mini-lesson is meant as intervals for explicit, brief instruction in skills and strategies that then become part of a writer's ongoing repertoire, to be drawn upon as needed. While the mini-lesson sets the tone of for the writing workshop and provides students with another teaching point to add to their repertoire of writing strategies, the main work of the day happens during writing time, when students are bent intently over their work, hands flying down the page or alternating between writing something, rereading it, drawing a line and trying that again, then again. Mini-lessons are only ten minutes long, yet within in those fleeting minutes there are four component parts: Connection, Teaching, Active Engagement, and Link. During this time, the teachers clearly state the teaching point for that day. The teacher then models the skill or strategy they are teaching through his/her own writing. Students are usually gathered in a meeting area alongside a long-term partner, clustered as close to the teacher as possible. Anchor charts are often created as a tool to further model the teaching point. Students are given a chance to practice the skill or strategy in their own independent writing while the teacher circulates around the room supporting student and conferencing/conferring with individual students to support and scaffold their writing.

Independent Writing Time/Conferring- At this time, students are working independently, most often practicing the skill or strategy that has been taught in that days' mini-lesson. During this time, the teacher is conferencing with students about the work they are doing as writers. This time is a very important time in writers workshop. Students are most often dismissed to write in clusters after being gathered together for the mini-lesson. Of course, children are encouraged to work companionable alongside one another, talking quietly as the work. Some first grade teachers decide that their children are mature enough to benefit from silent writing time, punctuated with deliberately chosen intervals for talk. The independent writing time is also time for small group strategy lessons.

In order for conferring with writers during writers workshop to be successful teachers should...

- Teach children that when a writing conference is happening the teacher doesn't expect other children to interrupt the conference.
- Create systems of dealing with daily occurrences that don't require your intervention.
- Concentrate on teaching the writing process, not on making every child's piece the best it can be.
- Create the expectation of a lot of writing work getting done each workshop time.
- Keep conference records of individual conferences and small group work.

Mid-Workshop Teaching Point- Many times as teachers are conferring with students, they notice that there is either a common difficulty students are having, or that most students seem to grasp the concept and are ready to move on. Thus, the mid-workshop teaching point can be used either to clarify confusion, or to expand upon a strategy to push students to go further in their writing. The mid-workshop teaching point is most often decided during the workshop and comes as a result of teacher observation. This should take no more than 5 minutes.

Share/Partnerships - At the end of a workshop, the teacher takes a couple minutes to wrap up the days' work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that days' workshop. The share should last no more than 5 minutes. This is also the time where students can meet in their partnerships to discuss the work they are doing as writers. Students share their writing process and products within the group.

- **Speaking and Listening**

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

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

- **Phonics, Spelling, and Word Study:**

Students in grade 1 participate in a spelling and vocabulary exploration program developed by the Kathy Ganske, the author of *Word Journeys*. Students engage in word study activities that are challenging, interactive, and inquiry based. Students explore words and develop an enduring interest in savoring, puzzling over, and coming to know the language we call English. During word study, students' activity engage in thinking and questioning, as they increase their awareness of how words are spelling and what they mean. They look for common characteristics to help them generalize understandings to other words. The phonics, spelling, and word study part of the literacy curriculum in first grade continues to focus on early literacy concepts, phonological

awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency words, word meaning, word structure, and word solving actions. The curriculum focuses to build up students' knowledge of features of words and high-frequency words to help children become efficient problem-solvers of words in reading and writing. In the first grade classroom fifteen to twenty minutes a day is focused on explicit, direct phonics instruction. At the beginning of the year students take a Word Screening Inventory to determine a child's stage of development so that the appropriate portion of the Feature Inventory can be dictated. Students are then placed into small word study learning groups to begin instruction in word knowledge. Small group instruction in spelling provides a time in the day to enable students to explore the spelling features they are beginning to use, but are using inconsistently--- those within their zone of proximal development. Units of study in reading and writing provide an emphasis on word solving. Students transfer of their word knowledge to their reading is supported.

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

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

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

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

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

- Categorize letters by features- by slant lines (*v, w, x*) and straight lines (*p, l, b, d*); by circles (*o, b, g, p*) and no circles (*k, x, w, r*); by tunnels (*n, h*); by tails(*y, p, g*); by no tails (*r, s*); by dots/not dots; by tall/short; by consonants/vowels.
- Distinguish letter forms.
- Make connections between words by recognizing letters (*bat, big, ball*), letter clusters (*feat, meant, heat*) and letter sequences.
- Recognize and produce the names of most upper-and lowercase letters.
- Identify a word that begins with the sound of each letter.
- Recognize consonants and vowels.
- Recognize letters that are embedded in words and in continuous text.
- Recognize uppercase and lowercase letters.
- Understand alphabetic order.
- Understand special uses of letters (*capital letters, initial*)
- Use efficient and consistent motions to form letters when writing.

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

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

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

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

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

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

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

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

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

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

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

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

- Possessives: Recognize and use possessives that add an apostrophe and an s to a singular noun (*dog/dog's, woman/woman's, girl/girl's, boy/boy's*)
- Base words: Remove the ending from a base word to make a new word (*running, run*)

General Word-Solving Actions:

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

The first grade curriculum continues to focus on principles which are organized into broad categories of learning.

- Early Literacy Concepts- Awareness of how the written language works and a basic understanding of print.
- Phonological Awareness- Ability to hear sounds in words.
 - Phonemic Awareness- Recognizing individual sounds in words and, eventually, begin able to identify, isolate, and manipulate them.
- Letter Knowledge- How letters look, how to distinguish one from another, how to detect them within continuous text, and how to use them in words.
- Letter-Sound Relationships- Connections between letters and sounds.
- Spelling Patterns- Noticing the way words are put together in order to discover more patterns in order to make word solving faster and easier.
- High Frequency Words- Words that are automatically recognized quickly and accurately in order to build in reading and writing processing systems.
- Word Meaning and Vocabulary- Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. It is a component for each grade and every level of reader and writer.
- Word Structure- Words are built according to rules.
- Word-Solving Actions- Strategic moves readers and writers make when they use their knowledge of the language systems while reading and writing continuous text. “In-the-head” actions to read and write.

III. GOALS (Linked to Core Curriculum Content Standards)

Reading Standards for Reading Literature:

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

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

CCSS.ELA-LITERACY.RL.1.3

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

Craft and Structure:

CCSS.ELA-LITERACY.RL.1.4

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

CCSS.ELA-LITERACY.RL.1.5

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

CCSS.ELA-LITERACY.RL.1.6

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

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.1.7

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

CCSS.ELA-LITERACY.RL.1.8

(RL.1.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.1.9

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

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.1.10

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

Reading Standards for Reading Informational Text:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.2

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

CCSS.ELA-LITERACY.RI.1.3

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

Craft and Structure:

CCSS.ELA-LITERACY.RI.1.4

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

CCSS.ELA-LITERACY.RI.1.5

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

CCSS.ELA-LITERACY.RI.1.6

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

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.1.7

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

CCSS.ELA-LITERACY.RI.1.8

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

CCSS.ELA-LITERACY.RI.1.9

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

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.1.10

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

Reading Foundational Skills:

Print Concepts:

CCSS.ELA-LITERACY.RF.1.1

Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-LITERACY.RF.1.1.A

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

CCSS.ELA-LITERACY.RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.1.2.A

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

CCSS.ELA-LITERACY.RF.1.2.B

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

CCSS.ELA-LITERACY.RF.1.2.C

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

CCSS.ELA-LITERACY.RF.1.2.D

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

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.1.3

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

CCSS.ELA-LITERACY.RF.1.3.A

Know the spelling-sound correspondences for common consonant digraphs.

CCSS.ELA-LITERACY.RF.1.3.B

Decode regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.1.3.C

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

CCSS.ELA-LITERACY.RF.1.3.D

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

CCSS.ELA-LITERACY.RF.1.3.E

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

CCSS.ELA-LITERACY.RF.1.3.F

Read words with inflectional endings.

CCSS.ELA-LITERACY.RF.1.3.G

Recognize and read grade-appropriate irregularly spelled words.

Fluency:

CCSS.ELA-LITERACY.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.1.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.1.4.B

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

CCSS.ELA-LITERACY.RF.1.4.C

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

Writing Standards:

Text Types and Purposes:

CCSS.ELA-LITERACY.W.1.1

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

CCSS.ELA-LITERACY.W.1.2

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

CCSS.ELA-LITERACY.W.1.3

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

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.1.4

(W.1.4 begins in grade 3)

CCSS.ELA-LITERACY.W.1.5

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

CCSS.ELA-LITERACY.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.1.7

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

CCSS.ELA-LITERACY.W.1.8

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

CCSS.ELA-LITERACY.W.1.9

(W.1.9 begins in grade 4)

Range of Writing:

CCSS.ELA-LITERACY.W.1.10

(W.1.10 begins in grade 3)

Speaking and Listening Standards:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

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

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

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

CCSS.ELA-LITERACY.SL.1.2

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

CCSS.ELA-LITERACY.SL.1.3

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

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

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

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)

Language Standards:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.

CCSS.ELA-LITERACY.L.1.1.G

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

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

CCSS.ELA-LITERACY.L.1.1.I

Use frequently occurring prepositions (e.g., *during, beyond, toward*).

CCSS.ELA-LITERACY.L.1.1.J

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

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C

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

CCSS.ELA-LITERACY.L.1.2.D

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

CCSS.ELA-LITERACY.L.1.2.E

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.1.3

(L.1.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.1.4

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

CCSS.ELA-LITERACY.L.1.4.A

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

CCSS.ELA-LITERACY.L.1.4.B

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

CCSS.ELA-LITERACY.L.1.4.C

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

CCSS.ELA-LITERACY.L.1.5

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

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.L.1.5.C

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.1.6

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

IV. ASSESSMENT

Student learning will be assessed through:

- Student/ teacher conferences
 - One-to-one writing and reading conferences are especially important to assess where writers and readers are in their learning. Teachers will meet with students to provide teaching opportunities. Watch with a record sheet in hand, and if children do something you regard as significant to the unit, make a note of it. If you teach a child a particular skill or strategy then record that teaching point.
 - Conferring with a writer always begins with a teacher pulling alongside a writer and asking, “What are you working on as a writer?” and “What are you trying to do?” and “What are you planning to do next?” (Calkins)
 - When conferring with a reader a teacher sits alongside a reader and reads over the shoulder of the student for a few seconds then asks, “Tell me about what you’re reading” or “How’s it going today?” or “What are you working on? Show me a place in the text where you tried this” or “What can I help you with? Is there anything you want help with?” or “Can you tell me some of the thinking you recorded on post-its or in your notebook? Will you walk me through some of the thinking you have been doing?” or “Can you read aloud from where you were a bit?” Any of these starting questions are a great beginning in order to research a little about the reader. Teachers then decide what to teach, compliment the reader, and teach a tip to the reader that will help them as a reader, not just with the book, then link the teaching point to what the student is reading.
 - Teachers generally use some type of system to record notes about readers, either in their own readers notebook, a journal, or an electronic device. These anecdotal notes provide evidence needed for upcoming conferences.
- Fountas and Pinnel Reading Level Assessment conducted at least three times a year for students beginning in January for all students and then again in the spring and at the end of the year. More frequently for students not on benchmark.
- Teacher’s College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Workshop Folders
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Spelling Developmental Analysis (Screening and Inventory)

V. SCOPE AND SEQUENCE

See attached tables on subsequent pages for details.

	Readers Workshop	Writers Workshop
Unit 1	Readers Build Good Reading Habits Launching Readers Workshop	Writers Build Good Writing Habits Launching Writers Workshop
Unit 2	Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder	Writing for Readers; <i>True Stories About My Life</i>
Unit 3	Meet the Characters in Our Books	Narrative Realistic Fiction; <i>I Am a Storyteller</i>
Unit 4	Non Fiction Readers Learn about the World	Informational Writing
Unit 5	We Can Be Our Own Teachers When We Work Hard to Figure Out Words	Opinion Writing; <i>Writing Persuasive Reviews About Topics & Texts</i>
Unit 6	Reading Across Genres to Learn about a Topic: <i>Informational Books, Stories, and Poems</i>	Poetry: <i>The Craftsmanship of Writing Poetry</i>
Unit 7	Readers Can Read about Science Topics to Become Experts	Informational Writing About Science
Unit 8	Celebrating: I am a Reader!	Celebrating Our Writing Accomplishments

1st GRADE READING

Readers Workshop: Unit 1 Readers Build Good Habits Launching Readers Workshop (6 weeks September)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: At the beginning of first grade in the first unit of study for readers workshop students will spend a few weeks learning the routines and procedures of their new classroom community, organizing for their reading lives, and working with partners. Teachers will be spending a fair amount of time getting to know readers by assessing individuals, setting up classroom management procedures, and initiating supports for readers who come into the room with urgent needs. The mini-lessons during the first couple of weeks convey a sense of urgency, vigor, and excitement. Students will be taught enduring priorities. At the start of the unit one of the priorities is conveying to kids that as first graders they can now become more grown up as readers, which means taking charge of their reading lives. The beginning of the unit students will be choosing books and establishing their early reading habits. Read-aloud plays a big role for this unit of study. The main purpose is to teach students that during this time they will have an important responsibility to think and talk about the book they are reading. According the Common Core State Standards, first graders should be able to use the illustrations and details in a story to describe its characters, setting, or events. This unit supports that skill work. Ultimately this unit is about getting everything going—routines, stamina, strong reading, enthusiasm for reading workshop—everything!</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Building in routines for successful readers workshop. • Choosing books and assessing readers. • Conducting running records • Getting to know emergent readers. • Retelling a story • Predict, revise/and or confirm • Retell, drawing on key details and demonstrating understanding of a story’s central message or lesson. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Push Themselves to be the Best Readers They Can Be, Reading Long and Strong Warming up for reading; setting goals for ourselves Rereading so to read for longer stretches of time Strategies to get back to reading Readers help each other</p> <p>Bend 2: Readers Make Movies in Their Minds as They Read—and They Revise the Pictures and Read On Readers make pictures in their heads before reading a book; they look at the cover, read the title, look at the first page and then make a picture of how the story might go. Comparing books we read to notice what is similar and different</p> <p>Bend 3: Readers Share Books with Friends and Become Stronger Readers Because We Share Technical aspects of reading together; taking turns, deciding how to read together, holding the book in the middle, settling disputes, and so on.) Asking questions and having meaningful conversations about books Using post-it notes to mark pages</p> <p>Word Study/Phonics:</p> <p>Phonemic Awareness:</p> <p>Blending individual sounds (e.g., <i>b-a-t</i> to get <i>bat</i>) Segmenting individual sounds (<i>cat</i> to <i>c-a-t</i>)</p> <p>Letter Names Recognizing alphabet all lowercase and capital letters</p> <p>Letter-sound Relationships: Beginning sounds Letter formation</p>	<p>Mentor Texts: At the beginning of the year mentor texts should be engaging picture books that have strong storylines with characters who are alive and active. <u><i>Saturday Mornings</i></u> <u><i>Ruthie and the Teeny Weeny and the (Not So) Teeny Tiny Lie</i></u> <u><i>Caps for Sale: A Tale of a Peddler, some Monkeys, and Their Monkey Business</i></u> by Esphyr Slobodkina <u><i>Chrysanthemum</i></u> by Kevin Henkes <u><i>Owen</i></u> by Kevin Henkes <u><i>Julius, The Baby of the World</i></u> by Kevin Henkes <u><i>Recess Queen</i></u> by Alexis O’Neill</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade 2011-2012 Unit 1: Readers Build Good Habits (Available on the shared drive) <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser <u><i>The Art of Teaching Reading</i></u> by Lucy Calkins <u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller <u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 16 or below Slightly below benchmark: 17-24 words On benchmark: 25-34 words Far exceeds benchmark: 35+ words • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Benchmark: (Level B or below)

<ul style="list-style-type: none"> • Pause before they start to read, not dive into the word work of reading, and get their brains turned on about the content of the book • Chart to help list strategies to get through tricky words or parts of their books “While I’m Reading, If I Get Stuck I can…” 	<p>Phonological Awareness: Rhyming words and syllables</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p> <p>Simple CVC spelling patterns: (Ex. <i>at, _it, _op</i>)</p>	<p>On Benchmark: (Level C) Exceeds Expectations: (Level D-E) Far Exceeds Expectations: (Level F or above)</p> <p>*Note: These levels will rise beginning the 2015-2016 school year for Reading Benchmark in Sept./Oct. as level D/E</p> <ul style="list-style-type: none"> • Reading Rate <p>60-90 words per minute by the end of the academic school year.</p> <p><u>Word Study Assessments:</u></p> <ul style="list-style-type: none"> • Word Journeys Screening Inventory • Word Journeys Feature Inventory
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**Readers Workshop Unit 2 ~ Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder
(4 weeks October)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit is designed to help first graders remember the strategies they were taught in kindergarten to figure out hard and tricky words. It is also to teach students more sophisticated strategies that will help them read more challenging books. As readers move beyond levels C they will become particularly reliant on the word-solving strategies that they know about phonics. This unit focuses on strengthening their knowledge of word attack skills and trying different strategies to decode. Prompts such as “Read the beginning of the word” and “Read the middle of the word”, as well as “Try a different sound for the vowel” and others will be used to help readers solve words. September was filled with assessments to guide instruction. This unit of study allows instruction to be focusing on students’ individual needs as readers. Students will have instruction through guided reading, shared reading, and small-group strategy lessons to help them move along right from the start of the year.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Thinking about the story and how the words will go before we read the story Using all we know to read Envision the story Think about what’s happening and predict what could come next Use strategies to tackle hard words in hard parts of books Read with a partner and use Post-it notes to support conversations Be an active problem solver when reading Think about the story and how the words will go before reading the words Use all that one knows about letters, sounds, patterns and high frequency words to help one read Check and fix words when they notice that something is not quite right. Help each other read 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Think about the Story and How the Words will Go Before We Read the Words</p> <p>Predicting what the book will be about by using the pictures, cover, title, etc.</p> <p>Figuring out tricky words by using the context of the sentence and our predictions of the story</p> <p>Retelling the story using <i>first, then, next, after that, and finally</i></p> <p>Bend 2: Readers Use All That They Know about Letters, Sounds, Patterns, and High Frequency Words (Snap Words) to Help Us Read</p> <p>Readers use what they know about other words to know how to figure out a new word</p> <p>Using what we know about letters and patters from word study to read our books</p> <p>Reading all the way across words to help us read; reading the beginning of the word, reading the middle and the end of the word</p> <p>Reading ‘snap words’ in a snap!</p> <p>Bend 3: Readers Make Sure They Check and Fix Their Words When They Notice Something Is Not Quite Right</p> <p>Cross-checking; checking our words and our reading to make sure it sounds right and looks right</p> <p>Rereading to make sure our reading is right</p> <p>Covering parts of the word so that we can see if the parts in the word match</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade 2011-2012 Unit 1: Readers Build Good Habits (Available on the shared drive) <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser <u><i>The Art of Teaching Reading</i></u> by Lucy Calkins <u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller <u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p>http://readingandwritingproject.com</p> <p>http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Assessment:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 1 Unit 2 Tackling Trouble 2011-2012 (Available on the shared drive)</p> <p>Common Assessment: Fountas & Pinnell Running Record Assessment for any student not on benchmark from September.</p> <ul style="list-style-type: none"> Reading Rate (60-90 wpm is benchmark for 1st grade at the end of the year) Comprehension Fluency <p>Assessment Expectations: Below Benchmark: (Level D or below)</p>

	<p>what we are saying</p> <p>Bend 4: Partners Help Each Other Read</p> <p>Partners can help each other to stop and retell when reading using words like <i>first, then, next, after that, and finally</i></p> <p>Using the pictures to retell the big important parts of a story</p> <p>Coaching a partner when s/he is stuck on a word</p> <p>Holding on to the story when we are reading</p> <p><u>Word Study/Phonics</u> (This unit supports students' transfer of word knowledge into their reading.)</p> <p>Phonemic Awareness: Hearing beginning sounds, ending sounds, and phoneme manipulation</p> <p>Letter-sound Relationships: Beginning and ending Introduce simple initial blends and digraphs (<i>bl, cr, sh, ch</i>)</p> <p>Phonological Awareness:</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p> <p>Simple CVC spelling patterns: (e.g., <i>_an, _in</i>)</p>	<p>On Benchmark: (Level E) Exceeds Expectations: (Level F-G) Far Exceeds Expectations: (Level H or above)</p> <p>*Note: These levels will rise beginning the 2015-2016 school year for Reading Benchmark in October as level F/G.</p> <ul style="list-style-type: none"> Reading Rate <p>60-90 words per minute by the end of the academic school year.</p>
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Readers Workshop Unit 3 ~ Meet the Characters in Our Books
(6 weeks November/December)
Second Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit of study aims to turn the focus of readers to the characters that they will meet in their books. Students will think about characters as people, and get to know them by paying attention to the things these characters do, to what kinds of people they are, and to how their feelings change across the story as suggested in the Common Core State Standards. Particular emphasis will be placed on books in a series such as <i>Pinky and Rex</i> by James Howe. Teachers will be working in the unit to combine small-group guided reading sessions, small-group reading work, and small-group strategy instruction to help students think about characters in increasingly complex texts as suggested by the Common Core State Standards. Throughout the unit students will work on retelling the story, recounting the plots of their books, synthesizing what happens and how the characters react to what happens. Near the end of the unit teachers turn students' thinking from characters' action to characters' traits.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Reading fiction and forming opinions about people, places, and ideas. • Describing characters, setting, and major events in a story, using key details. • Compare and contrast the adventures and experiences of characters in stories. • Recounting character's actions • Not only look at beginning letters when figuring out a word, but looking across words and using meaning and syntax to figure out tough words. • Read with peers in reading groups for guided reading. • Meet characters through reading and notice all the interesting things characters do within a story. • Comprehend a story literally, accumulating the pages of a 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Readers Workshop Bends in the unit:</p> <p>Bend 1: Studying What Characters Do in Books Can Teach Us about Them</p> <p>Reading a story first paying attention to what happens so that we can retell the story to others and remember it ourselves.</p> <p>Noticing what happens to characters and what characters do so we can retell those happenings.</p> <p>Rereading our favorite books and thinking about what we learned from each character.</p> <p>Bend 2: When Reading Stories, We Think, "What Kind of a Person Is This?"</p> <p>Turning back to texts read earlier to notice the actions a character takes and how this shows the reader about that character as a person.</p> <p>Using specific vocabulary words to describe a characters' action.</p> <p>Readers pay attention to the words and the pictures as they reflect on their characters.</p> <p>Thinking about characters' actions and decisions, then considering whether we agree or disagree with them.</p> <p>Bend 3: Readers Have Strategies for When It Is Hard to Get to Know Your Character</p> <p>Rereading books with a specific focus when we have trouble learning about a character.</p> <p>Bend 4: Readers Notice Characters' Feelings and How They Change</p> <p>Paying special attention to characters' feelings by studying the pictures, noticing feeling words, and doing some inference work.</p> <p>Reading to notice clues about how a character is feeling.</p> <p>Reading to notice how characters change in meaningful ways across full blow stories.</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Pinky and Rex</i> by James Howe <i>Biscuit</i> <i>Puppy Mudge</i> in the <i>Henry and Mudge</i> series collection <i>Max and Ruby</i> series (Max's <i>Birthday</i>) by Rosemary Wells <i>A Day with Daddy</i> by Nikki Grimes <i>Peter's Chair</i> by Ezra Jack Keats <i>Fly Guy</i> by Tedd Arnold</p> <p>Chapter Book Read Alouds:</p> <p>Select a chapter book that has especially rich characters—possibilities include:</p> <p><i>Mercy Watson</i> series (<i>Mercy Watson Goes for a Ride</i>) by Kate DiCamillo <i>Dyamonde Daniel</i> series by Nikki Grimes <i>The Story that Julian Tells</i> by Ann Cameron <i>Mr. Poppers Penguins</i> by Richard Atwater</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade 2011-2012 Unit 1: Readers Build Good Habits (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske</p> <p>http://readingandwritingproject.com</p> <p>http://www.corestandards.org/the-</p>

<p>book into a coherent plot</p> <ul style="list-style-type: none"> • Talk and think in sequence when retelling a story. • Use words such as <i>after that</i>, <i>next</i>, <i>just after</i>, and <i>right before</i> when retelling a story. • Not just think about each page of a story in isolation, but chunk clusters of pages together into the beginning and middle of a story and into an ending that resolves or culminates the actions. • Summarize a story without telling every piece of action nor deleting key details. • Talk with partners about a text(s). • Use Post-its to support talking and thinking about a text. • Use phrases to retell such as <i>In the beginning... but in the end... At first... but now First... later...</i> • Think about a pattern in the way characters are acting and behaving. • Read with fluency using books at a D/E/F/G level. • Decode simple, short vowel pattern words. • Hear patterns in words and notice the pattern visually in a word. • Hear middle sounds in a word as a picture is being held up. • Understand that many different patterns occur in words and those words can help one to get to know other words. 	<p>Thinking about the lessons that characters learn.</p> <p>Word Study/Phonics:</p> <p>(By this time of year most students are learning about words and phonics in a small-group. Some students might be working on vowel sounds, and another on long vowel spelling patterns.)</p> <p>Phonemic Awareness: Isolate, blend, and segment single-syllable words.</p> <p>Initial Blends and Digraphs Initial Blends (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/)</p> <p>Final Digraphs (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th/)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p> <p>Simple CVC spelling patterns: Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</p>	<p>standards/english-language-arts-standards</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 24 or below Slightly below benchmark: 25-34 words On benchmark: 35-49 words Far exceeds benchmark: 50+ words • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Benchmark: (Level B or below) On Benchmark: (Level C) Exceeds Expectations: (Level D-E) Far Exceeds Expectations: (Level F or above) <p>*Note: These levels will rise beginning the 2015-2016 school year for Reading Benchmark in Nov./Dec. as level F/G</p> <ul style="list-style-type: none"> • Reading Rate 60-90 words per minute by the end of the academic school year.
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Readers Workshop Unit 4 ~ Non Fiction Readers Learn About the World
(6 weeks January/February)
Second/Third Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: In this unit of study children are surrounded by nonfiction reading and writing. Students will learn what makes nonfiction reading special and unique. Students read about a wide variety of subjects ranging from pumpkins, fish, insects, weather, flowers, big cats, pets, life on a farm, school, sisters and brothers. Students will pay particular attention to the weather, insects and their life cycles, animals, the Earth, our country, and organisms because many young readers are eager to know more about these subjects and they also already know something. Also, many of these themes connect to the science and social studies curriculum that students are learning. Reading non-fiction to immerse ourselves for writing non-fiction. Nonfiction readers read to become smarter about our world and the things in it. Comparing & Contrasting different texts. The Common Core Standards emphasize that first graders need to analyze how specific pages and larger portions of the text relate to each other and to the whole. The work throughout this unit will support this standard.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Learning with others about a topic of interest by meeting in a book club. • Look through pictures to identify whether they are illustrations or diagrams of just one small part of the text. • Know and use text features to locate key facts and information. • Use nonfiction text features to decipher the organizational structure of books. • Read many, many nonfiction books with an eye on the features in order to keep one orientated about how the content is organized or where it is leading. • Activate prior knowledge about a topic by thinking to 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Nonfiction Readers Read to Become Smarter about Our World and the Things in It Book-choosing strategies for selecting a just –right book... even in nonfiction. How are nonfiction books organized? We can use everything we know about nonfiction books to read for information. Noticing headings and/or sections to guide me as a reader. How do photographs and labels help me as a reader to learn more? Reading with a voice like a narrator or a documentary show. Determining what a non-fiction book is mostly about and noticing big ideas.</p> <p>Bend 2: Nonfiction Readers See More Than the Text on the Page Looking closely at photographs and illustrations and think about whether they help us as a reader to understand what the page is teaching us. Using Post-it notes to help remember ideas that pop into our heads while reading. Keeping track of what we read while reading.</p> <p>Bend 3: Tricky Words in Nonfiction Ways to be resourceful as a reader and not give up—choosing word strategies that help us figure out tricky words. Breaking tricky words into word parts to read them. Rereading to figure out the meaning of new, interesting, or hard words. Using labels in pictures to help figure out tricky words.</p> <p>Bend 4: Readers Can Read More Than One Book About a Topic to Compare and Contrast Deciding which parts to read closely and making a plan for reading. Comparing and contrasting information learning in a nonfiction</p>	<p>Mentor Texts (Instructional Read Aloud): (Mentor texts should include expository nonfiction texts that are rich in topic and contain nonfiction text features.) <i>The Life Cycle of a Dragonfly</i> by Weekly Reader Early Learning Library <i>Bears and Their Cubs</i> by Linda Tagliaferro <i>I Wonder Why the Sea is Salty</i> by Anita Ganeri <i>The Barn Owls</i> by Tony Johnston</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade 2011-2012 Unit 1: Readers Build Good Habits (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Growing Readers</i> by Kathy Collins</p> <p>http://readingandwritingproject.com</p> <p>http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>www.discoverychannel.com (See Discovery channel to watch a clip with the animal enthusiast Jeff Corwin)</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download

<p>themselves “<i>What do I already know about butterflies?</i>”</p> <ul style="list-style-type: none"> • Read nonfiction texts with fluency, phrasing, and intonation at levels E/F/G/ and H. • Reread with parse to convey what the section or page means. • Read to determine what is important and less important and keep the big, important information in front. • Read aloud with a partner with a different voice in order to emphasize the big ideas or main topics. • Read longer stretches of nonfiction text with engagement. • Constantly monitor for meaning while reading. 	<p>book.</p> <p>Word Study/Phonics: (Classroom instruction is mostly small-group word study to meet the needs of all students. Some students may be working on concepts introduced in previous months, such as blends and digraphs, while others may be working on ending sounds. Decisions are based on individual student assessments such as <i>Word Journeys</i> feature inventory.)</p> <p>Phonemic Awareness: Isolate, blend, and segment single-syllable words. Hear, blend, and isolate beginning sounds and ending sounds</p> <p>Inflected Endings: (-ing, -s, -ed)</p> <p>Initial Blends and Digraphs: Initial Blends: (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/)</p> <p>Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p> <p>Simple CVC spelling patterns: Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</p>	<p>Below benchmark: 34 or below Slightly below benchmark: 35-49 words On benchmark: 50-89 words Far exceeds benchmark: 90 words</p> <ul style="list-style-type: none"> • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Benchmark: (Level D or below) On Benchmark: (Level E) Exceeds Expectations: (Level F-H) Far Exceeds Expectations: (Level I or above) <p>*Note: These levels will rise beginning the 2015-2016 school year for Reading Benchmark in Jan./Feb. as level G/H.</p> <ul style="list-style-type: none"> • Reading Rate 60-90 words per minute by the end of the academic school year. <p>Word Study Assessments:</p> <ul style="list-style-type: none"> • <i>Word Journeys</i> Feature Inventory
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Readers Workshop Unit 5 ~ We Can Be Our Own Teachers When We Work Hard to Figure Out Words
(5-6 weeks March)
Third Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit of study continues to assist students with reading and comprehension through mini-lessons and guided reading small-group instruction. Focused attention is on word solving strategies for successful decoding in order to assist students on monitoring their comprehension. The unit stands on the shoulders of the previous unit’s work on decoding tricky words. By this unit students will have already learned strategies to decode tricky words. The bends within this unit will help first graders be their own teachers, solving their reading dilemmas by drawing on the tools and strategies they’ve learned from mini-lessons and small-group work. Students will continue to balance their energies on word solving and making meaning. The Common Core State Standards say that students need to know and apply grade-level phonics and word analysis skills in decoding words. In order for first graders to be fluent readers they must use context to confirm or self-correct a word and reread as necessary.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Decode more words with confidence. • Read books that contain longer text and less supportive illustrations. • Break words into chunks, reading them part by part. • Select both fiction and non-fiction books to read during independent reading time. • Rely on a large range of print strategies to read. • Put everything together in order to read; the meaning of the book, how the letters and sounds and spelling patterns work. • Monitor, search, and cross-check as one reads. • Make connections from one part of their literacy instruction to another. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Use Everything We Know about Reading to Get Through the Hard Parts—We Can Look in Our Toolkits and Think, “What Else Can I Try?” Using lots of different strategies to get through tricky words Rereading when our reading doesn’t sound right, look right, feel right, or make sense Reading through the entire word Stopping to retell the story and cross-checking our understanding</p> <p>Bend 2: Readers Smooth Out the Rough Parts—After We Make Sure Our Reading Looks Right, Sounds Right, and Makes Sense, We Reread to Put It All Back Together Reading like we talk; fluently and smoothly Rereading to fix up and then rereading to enjoy the book Partner reading and being a good listener in order to help a partner read</p> <p>Bend 3: Readers Can Show Off Our Reading Reading to an audience Selecting a book that is just right for the audience Practicing reading so that it is smooth and fluent</p> <p>Word Study/Phonics: (Direct instruction in phonemic awareness and phonics will continue in this unit. This unit of study supports students’ transfer of word knowledge into their reading.)</p> <p>Phonemic Awareness: Isolate, blend, and segment single-syllable words. Hear, blend, and isolate beginning sounds and ending sounds</p> <p>Initial Blends and Digraphs: Initial Blends: (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/)</p>	<p>Mentor Texts (Instructional Read Aloud): <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>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade 2011-2012 Unit 1: Readers Build Good Habits (Available on the shared drive) <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</p>

<ul style="list-style-type: none"> • Decode regularly spelled one-syllable and two-syllable words following basic patterns. • Engage in meaningful decoding strategies that help students think about the whole text not just one word. • Stop and think about what is being read while reading, retell at times, in order to set one's self up for tackling longer pages with more print. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-one reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g. <i>look</i>) and their inflectional forms e.g., <i>looks, looked, looking</i>). 	<p>Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th)</p> <p>Inflected Endings (-ing, -s, -ed)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p> <p>Simple CVC spelling patterns: Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</p>	<p><i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske http://readingandwritingproject.com http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 49 or below Slightly below benchmark: 50-89 words On benchmark: 90-124 words Far exceeds benchmark: 125+ words • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Benchmark: (Level F or below) On Benchmark: (Level G) Exceeds Expectations: (Level H-I) Far Exceeds Expectations: (Level J or above) <p>*Note: These levels will rise beginning the 2015-2016 school year for Reading Benchmark in March as level G/H/I</p> <ul style="list-style-type: none"> • Reading Rate 60-90 words per minute by the end of the academic school year.
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Readers Workshop Unit 6 ~ Reading Across Genres to Learn about a Topic: Informational Books, Stories, and Poems
(4-5 weeks May)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: By this time of year first grade students have better control of their reading strategies. During this unit of study students will continue to learn about how to solve for unknown words and monitor for meaning on their first reads and also reread to acquire more information. Rereading plays an important role in this unit, both as support of fluency and comprehension as a means to build knowledge of a topic. Students' interests will be highly considered as the platform for takeoff on reading. Students' interests in particular subjects will be encouraged in order for them to learn more about a particular interest. Students will use the media center to search for favorite topics and/or favorite authors. This unit of study is designed to support many requirements that the Common Core Standards outline for first grade readers. Students will not only be reading a wide variety of text structures and distinguishing between stories, poems, and informational books but will also be working on connecting information and ideas across two or more texts on the same topic. As students read and reread prose and poetry across a range of text complexity, they will also encounter and learn new vocabulary and work together to clarify the meaning of phrases. The overall theme of the unit is "figuring out what words <i>mean</i>".</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Decode regularly spelled one-syllable and two-syllable words following basic patterns. • Reading with partners to learn about topics from non-fiction and fiction. • Use strategies to check comprehension—cross-checking our understanding. • Select books to read at a just-right reading level. • Read stories and poems with a 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Read to Learn—We Work with Partners to Read about Topics across Fiction and Nonfiction Ways to find facts and information in a fictional story Determining the difference between fact and fiction</p> <p>Bend 2: Growing Ideas from Information Readers figure out tricky words and learn new vocabulary Tackle new words and domain specific vocabulary collecting and talking about new words with partners and book clubs. Strategies to figure out the word when the picture doesn't help—using what is happening in the story to figure out a new word</p> <p>Bend 3: Putting It All Back Together Again: Readers Use a Repertoire of Strategies to Cross-Check and Read Smoothly with Fluency and Expression</p> <p>Line breaks are a cue for readers to read the chunk of the text that precedes it all the way to the end of the line before pausing. Readers "scoop up" all the words in the line to read smoothly and with expression. Rehearsing for a partner to read parts with tricky words smoothly and fluently. After solving an unfamiliar word, readers say it out loud a few times, and reread the sentence in which it appears a few times until one can read it smoothly.</p> <p>Word Study/Phonics:</p> <p>Initial Blends and Digraphs: Initial Blends: (e.g., /st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/)</p>	<p>Mentor Texts (Instructional Read Aloud): (Mentor texts should include expository nonfiction texts that are rich in topic and contain nonfiction text features, as well as poetry, and fiction selections. Texts that have true information in a fictional story fit into the unit.)</p> <p><i>Henry and Mudge</i> by Cynthia Rylant <i>Poppleton</i> by Cynthia Rylant <i>Charlotte's Web</i> by E.B. White</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade 2011-2012 Unit 1: Readers Build Good Habits (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske</p> <p><i>Making Words</i> by Pat Cunningham</p> <p><i>Word-Solving Actions: Phonics Lessons for 1st Grade</i> by Fountas and Pinnell</p> <p>http://readingandwritingproject.com</p> <p>http://www.corestandards.org/the-standards/english-language-arts-</p>

<p>critical eye—not accepting all things in their books as truth.</p> <ul style="list-style-type: none"> • Question things that seem funny or “not quite right” and search for answers in other sources. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-one reading and content, choosing flexibly from an array of strategies. • Use sentence –level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g. <i>look</i>) and their inflectional forms e.g., <i>looks, looked, looking</i>). • Read fiction texts with fluency, phrasing, and intonation at levels G/H/I/. • 	<p>Final Digraphs: (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, st/, /ch/, /ng/, /sh/, /th</p> <p>Inflected Endings (-ing, -s, -ed)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p> <p>Simple CVC spelling patterns: Short vowel patters and short vowels Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</p>	<p>standards</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Benchmark: (Level F or below) On Benchmark: (Level G) Exceeds Expectations: (Level H-I) Far Exceeds Expectations: (Level J or above) • Reading Rate 60-90 words per minute by the end of the academic school year.
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**Readers Workshop Unit 7 ~ Readers Can Read About Science Topics to Become Experts
(3 weeks May)
Fourth Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: At the beginning of the unit students will be immersing themselves in non-fiction texts. Students will build up base of knowledge on a topic by reading deeply about the topic. Students will be reminded of all the comprehension strategies for nonfiction reading that they learned earlier in the year, such as previewing texts, reading for main ideas, and using illustrations and other page elements to build up understanding. This also means that throughout this unit students will be taught to immerse themselves in domain specific vocabulary so that they can talk and think like “insiders” to their topic. Students will read as many books as they are able on their topic of interest. In the second part of the unit readers will compare and contrast the information they find in one books to the information they find in other books about the topic. This goal will reiterate teaching from earlier in the year when we laid texts next to each other to learn cumulatively from them, comparing illustrations in each, and thinking about conflicting information. During this unit of study students will be taught to closely read a text, jot down questions they have while reading and bring their questions to book club conversations, so as to think deeper and it and use it to spur other questions and theories.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Decode regularly spelled one-syllable and two-syllable words following basic patterns. • Generate enough questions about a topic to pick one question to pursue further to develop a theory or hypothesis about. • Read to learn. • Select a topic to investigate further. • Read a shared text in a book club and discuss findings with partners. • Use bold font, italics, and 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Science Readers Build Up a Base of Knowledge by Reading Deeply about This Topic</p> <p>Reading to learn from nonfiction texts Choose easier texts first to build background knowledge. Reading books with partners on a shared topic. Pondering over covers of books and blurbs on the back, looking through the table of contents and studying the organization of the book and details of the illustrations and caption to learn all that we can about a topic. Noticing all that a text has to teach me and has to offer to answer “<i>What are the big things this text has to teach me?</i>” and <i>What are some smaller parts that the book is divided into?</i>”</p> <p>Bend 2: Science Readers Compare and Contrast Different Texts on the Same Topic</p> <p>Using all that we know about a topic to read a second book on the same topic. Compare information from two different books with more sophisticated ways of comparing and contrasting. Jotting and sketching a thought and then articulating and defending it in front of an audience of peers in a book club. How do readers capture thoughts in writing or sketch thoughts to bring up later in a discussion?</p> <p>Bend 3: We Learn by Asking Questions</p> <p>Think about the questions that linger in our mind as we read about a topic.</p> <p>Word Study/Phonics:</p> <p>Short and Long Vowels: Long Vowel Spelling Patterns VCe (e.g., <i>-ake, -ate, -ame</i>) Short vowel patters and short vowels Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., <i>-op, -at, -it, -ut, -</i></p>	<p>Mentor Texts (Instructional Read Aloud): (Mentor texts should include expository nonfiction texts that are rich in topic and contain nonfiction text features.) <i>The Life Cycle of a Dragonfly</i> by Weekly Reader Early Learning Library <i>Bears and Their Cubs</i> by Linda Tagliaferro <i>I Wonder Why the Sea is Salty</i> by Anita Ganeri <i>The Barn Owls</i> by Tony Johnston</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade 2011-2012 Unit 1: Readers Build Good Habits (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Making Words</i> by Pat Cunningham <i>Word-Solving Actions: Phonics Lessons for 1st Grade</i> by Fountas and Pinnell <i>Literacy Work Stations Making Centers Work</i> by Debbie Diller</p> <p>http://readingandwritingproject.com</p> <p>http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Fountas and Pinnell

<p>portions on a page that contain all about information or informational writing to comprehend a topic.</p> <ul style="list-style-type: none"> • Preview texts to gain control over the content a book has to offer. • Use sentence starters to help share headings and subheading information with book club members. • Broaden vocabulary on a topic. • Use domain specific vocabulary in conversations about a topic. • Read fiction texts with fluency, phrasing, and intonation at levels G/H/I/. • Read a second book on a topic. • Apply the scientific method of asking a question, forming a hypothesis, and designing an experiment. 	<p><i>ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</i></p> <p>Compound Words</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p>	<p>Beginning of the Year Assessment Expectations:</p> <p>Below Benchmark: (Level H or below) On Benchmark: (Level I) Exceeds Expectations: (Level J-K) Far Exceeds Expectations: (Level L or above)</p> <p>*Note: These levels will rise beginning the 2015-2016 school year for Reading Benchmark in May as level I/J/K.</p> <ul style="list-style-type: none"> • Reading Rate <p>60-90 words per minute by the end of the academic school year.</p>
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Readers Workshop Unit 8 ~ Celebrating: I am a Reader!

(2 weeks June)

Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit of study focuses on the fact that children are becoming better readers. The end of the school year celebrates how much they have grown as readers over the years. Students will celebrate in many ways. Throughout the unit children will continue to read—and read a lot! Focus will be on a hooking readers into a book series so that students can read across texts and set themselves up for a summer of reading. Students will push themselves as readers to see changes that characters undergo. Students will keep set up a way to track of their reading for the last unit of study in hopes that it will continue for summer reading.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Walk in the shoes of characters from a book series to role-play, empathize, and predict. • Read with fluency and intonation. • Get to know a few characters in depth and be able to look across texts to compare and contrast characters. • Determine from reading a text if a character’s feelings and motivations change. • Decode regularly spelled one-syllable and two-syllable words following basic patterns. • Read fiction texts with fluency, phrasing, and intonation at levels G/H/I/. • Track reading on a book log which includes title of the book and the author, as well as the number of pages. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Investigating Characters in a Series Compare and contrast characters from across books</p> <p>Bend 2: Setting Goals as a Reader for Summer Reading Tracking my reading progress using a book log</p> <p>Bend 3: Celebration Growing as a reader; Then and Now Visiting Kindergarten classrooms to share with themselves as readers</p> <p>Word Study/Phonics:</p> <p>Short and Long Vowels: Long Vowel Spelling Patterns VCe (e.g., <i>-ake, -ate, -ame</i>) Short vowel patters and short vowels Spelling Patterns: CVC; Short vowel sounds with a single consonant (e.g., <i>-op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up</i>)</p> <p>Compound Words</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups. Students have the opportunity to build words with magnetic letters, write them on dry-erase boards, and search for them in shared reading texts as well as their own independent reading texts.</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Pinky and Rex</i> by James Howe <i>Biscuit</i> <i>Puppy Mudge</i> in the <i>Henry and Mudge</i> series collection <i>Max and Ruby</i> series (Max’s <i>Birthday</i>) by Rosemary Wells <i>A Day with Daddy</i> by Nikki Grimes <i>Peter’s Chair</i> by Ezra Jack Keats</p> <p>Chapter Book Read Alouds: Select a chapter book that has especially rich characters—possibilities include:</p> <p><i>Mercy Watson</i> series (<i>Mercy Watson Goes for a Ride</i>) by Kate DiCamillo <i>Dyamonde Daniel</i> series by Nikki Grimes <i>The Story that Julian Tells</i> by Ann Cameron <i>Mr. Poppers Penguins</i> by Richard Atwater</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 1st Grade 2011-2012 Unit 1: Readers Build Good Habits (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske</p> <p>http://readingandwritingproject.com</p>

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Assessment(s):

- **High Frequency Word List**

Visit the Shared Drive for Download

Below benchmark: 89 or below
Slightly below benchmark: 90-124 words

On benchmark: 125-139 words
Far exceeds benchmark: 140+ words

- **Fountas and Pinnell Beginning of the Year Assessment**

Expectations:

Below Benchmark: (Level H or below)

On Benchmark: (Level I)

Exceeds Expectations: (Level J-K)

Far Exceeds Expectations: (Level L or above)

***Note: These levels will rise beginning the 2015-2016 school year for Reading Benchmark in June as level I/J/K**

- **Reading Rate**

60-90 words per minute by the end of the academic school year.

- **Word Journeys Feature Inventory**

1st GRADE WRITING

Writers Workshop ~ Writers Build Good Writing Habits; Launching Writers Workshop Through Narrative Writing Unit 1 September (5-6 weeks) First Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: During this six week unit, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing, see you model writing and write and illustrate stories themselves. Directed writing experiences using story starters build skills and confidence, while free writing experiences spark creativity. The students learn cooperative structures such as "Turn to Your Partner," as well as other procedures used in the writing community. It is imperative during these first weeks of school that a framework for Writers' Workshop is presented to the students. Organizational structure, routines and materials must be introduced, explored and practiced. Expectations for appropriate student use of Writers' Workshop time are set. This is a building block for writing time throughout the year and time must be taken to organize the Writers' Workshop sessions productively.</p> <p>Outcomes</p> <ul style="list-style-type: none"> • See themselves as authors and illustrators • Communicate with one another and to express our ideas • Use the process of writing to connect to the world around them • Use routines and materials to help them develop stories • Write and draw about a time when the student did something. • Try to write a beginning for a narrative story. • Put pages in order. • Use words such as <i>and</i>, <i>and then</i>, <i>so</i> to put pages in order. • Find a way to end a story. • Write a story across three or more pages. • Put a picture from one's mind onto a page. • Use details in pictures and words. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Setting up Routines and Writing Small Moment Stories with Independence</p> <p>Lives are full of stories to tell Planning for Writing: Writers touch and tell, sketch, and then write Using Pictures to Add on Stretching words to spell them: Hearing and recording all sounds Zoom in: Focusing on small moments in our lives Partnerships and storytelling Reading our writing like we read out books</p> <p>Bend 2: Bringing Small Moments to Life</p> <p>Unfreezing our characters and our writing Telling stories in itsy-bitsy steps Bringing what's inside out making characters think and feel Using familiar words to spell new words</p> <p>Bend 3: Studying Other Writers' Craft</p> <p>Studying a story to learn ways the author makes in special Trying out a craft move from a mentor text: Writing with exact actions Trying out a craft move from a mentor text: Writing with Pop Out Words</p> <p>Bend 4: Fixing and Fancying Up Our Best Work</p> <p>Using all we know to revise Editing with a checklist Making books ready for the library</p> <ul style="list-style-type: none"> • How to build a caring writing community • Routines and procedures for Writer's Workshop • How to generate a writing topic. 	<p>Mentor Texts (Instructional Read Aloud): <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 "Let's Get a Pup!" Said <i>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>Teacher Resources: <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project See the book: <i>Small Moments Writing With Focus, Detail, and Dialogue</i> written by Lucy Calkins, Abby Oxenhorn Smith, and Rachel Rothman <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</p>

<ul style="list-style-type: none"> • Use labels and words to give details. • Use all that is known about words and chunks of words (<i>at, op, it, etc.</i>) to spell. • Spell all the word wall words correctly and use the word wall words to help spell other words. • Generate ideas • Story-tell one event to a partner in a sequential way in order to write. 	<ul style="list-style-type: none"> • Use authors as examples to generate ideas for • writing • Talk with a partner to develop ideas • Approximate spelling using letter-sound relationships • How to get our ideas down on the page • Draw and write about themselves • Matching pictures and words • Explore sentence punctuation • How to reread our writing 	<p>http://readingandwritingproject.com/</p> <p>Core Curriculum Content Standards http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Assessment: <i>Writing Pathways for Grades K-5</i> Written by Lucy Calkins Checklist for Narrative Writing Pre-assess for narrative writing in order to capture what students already know how to do in narrative writing. Students' progress toward meeting and exceeding CCSS standards will be evaluated after unit 3.</p>
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Writers Workshop ~ Writing For Readers; True Stories About My Life
Unit 2 (4 weeks October)
First Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit asks students to push themselves to write more conventionally. They challenge themselves to write in such a way that others can read what they write. The aims of this unit walk a delicate line, teaching critical skills (capitalization, punctuation, using the word wall, attempting to spell unknown words) while encouraging students to write eloquently about the small moments of their young lives. During this unit, students will be introduced to books in which an author has written about small, true moments. A goal of this unit is that children will incorporate in their writing qualities found in mentor texts. Students will learn that in true stories from their lives, one thing happens, and then the next, and the next. The author stretches out the sequence of actions across several pages to make the moment feel important and interesting. One of the books read aloud in this unit is <i>A Chair for My Mother</i> by Vera B. Williams. In this book students will examine the craftsmanship of the author, and students will learn how to stretch a moment out. This unit encourages children to learn from other authors who tell small moment stories across the pages of their books. This unit of study might seem to lack the ‘razzle dazzle’ of other units. Children’s focus is kept very fundamental on print based aspects of writing. The share sessions should allow for students to spread their wings a little bit.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ▪ Try to write a beginning for a narrative story. ▪ Put pages in order. ▪ Use words such as <i>and</i>, <i>and then</i>, <i>so</i> to put pages in order. ▪ Find a way to end a story. ▪ Write a story across three or more pages. ▪ Put a picture from one’s mind onto a page. ▪ Use details in pictures and words. ▪ Use different kinds of punctuation so the reader’s voice changes with the story. ▪ Use neat, clear handwriting. ▪ Include more sounds in words. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Writing True Stories From Our Lives Using all that we know to write interesting narratives.</p> <p>Bend 2: Rereading Strategies and Strategies to Increase Readability and Fluency High Frequency Words Say a word, listen to the sound, and write a letter for each sound Tricky words Using a portable word wall for help</p> <p>Bend 3: Writing Strategies for Using Partners to Help Make Writing Easier to Read Beginning writers need to reread their writing much more often Thinking of a whole sentence, writing without stopping until the end of the thought, then adding a punctuation mark.</p> <p>Continued Outcomes for the unit:</p> <ul style="list-style-type: none"> • Students will learn that written texts convey meaning • Write to communicate meaning and more specifically to share stories, understanding that writing with conventions is a tool for the larger purpose of writing for readers. • Work productively during writing workshop working to make pieces readable. • Reread own writing often and for many purposes, including remembering what has been written in order to add on. • Reread with pencil in hand making adjustments that can help readers. • Use all that is known about words and chunks of words (<i>at</i>, <i>op</i>, <i>it</i>, etc.) to spell. • Spell all the word wall words correctly and use the word wall words to help spell other words. 	<p>Mentor Texts (Instructional Read Aloud): <i>Corduroy</i> by Don Freeman <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>So Much</i> by Trish Cooke <i>Mud</i>. By Mary Lyn Ray <i>What You Know First</i> by Patricia McLachlan <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>A Quiet Place</i> by Douglas Wood <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>Teacher Resources: <i>A Curricular Plan for the Readers Workshop</i>. <i>Teachers College Electronic PDF, First Grade 2011-2012 Unit 1: Writing for Readers</i> (Available on the shared drive) <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>From Scenes to Series</i> written by Lucy Calkins, Mary Ehrenworth, & 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</p> <p>Assessment: <i>Writing Pathways for Grades K-5</i> Written by Lucy Calkins</p> <p>Checklist for Narrative Writing</p>

Writers Workshop Unit 3 ~ Narrative Realistic Fiction; I Am a Storyteller
November/ December (5-6 weeks)
Second/Third Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: In this unit of study students will write fiction stories. The unit stands on the shoulders of the previous two units in fiction writing. The Common Core State Standards require that by the end of first grade children be able to write narrative texts with a surprisingly high level of proficiency. This narrative, realistic fiction unit of study parallels the unit of study in readers workshop where readers are developing an understanding of story structure—a story is made up of a character who does one thing, another, and another. Students will write fictional narrative stories about characters who want or need to do something. Students will be working on retelling as they read on their own. In writing, students will be planning the stories they will write and working on showing the changes in their books.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Developing characters that face problems and eventually solve the problem. • Try to write a beginning for a narrative story. • Put pages in order. • Use words such as <i>and</i>, <i>and then</i>, <i>so</i> to put pages in order. • Find a way to end a story. • Write a story across three or more pages. • Put a picture from one’s mind onto a page. • Use details in pictures and words. • Use labels and words to give details. Students will learn that written texts convey meaning. • Write to communicate meaning and more specifically to share stories, understanding that writing with conventions is a tool for the larger purpose of writing for readers. • Use labels and words to give details. • Use all that is known about words and chunks of words (<i>at</i>, <i>op</i>, <i>it</i>, etc.) to spell. • Spell all the words on the word wall correctly. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Fiction Writers Set Out to Write Realistic Fiction Writers Draw on Everything They Know to Write Realistic Fiction Stories Setting out to write about characters like us Imagining different kinds of problems a character might face Thinking of many different ideas for a story and deciding on the best one Sharing with writing partners tips and advice</p> <p>Bend 2: Fiction Writers Set Out to Write Series Lifting the Qualities of Effective Fiction Writing</p> <p>Bend 3: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers Stretching out the Problem and Imagining Creative Solutions to Stories</p> <p>Bend 4: Getting Ready to Publish Our Second Series Choosing Our Best Work to Revise and Publish</p>	<p>Mentor Texts (Instructional Read Aloud): <i>I Need to Clean My Room</i> by Kimberlee Graves <i>Lights Out</i> by Angela Shelf Medearis <i>Corduroy</i> by Don Freeman <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>So Much</i> by Trish Cooke <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>Teacher Resources: <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project See the book: <i>Small Moments Writing With Focus, Detail, and Dialogue</i> written by Lucy Calkins, Abby Oxenhorn Smith, and Rachel Rothman <i>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, First Grade 2011-2012 Unit 3: Realistic Fiction</i> (Available on the shared drive) <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Assessment: <i>Writing Pathways for Grades K-5</i> Written by Lucy Calkins Checklist for Narrative Writing</p> <p>Reference first and second paragraph on page ix in <i>Small Moments Writing With Focus, Detail, and Dialogue</i> by Lucy Calkins for assessment. Score assessment with Teachers College Narrative Rubric for 1st grade. Record assessment scores into Genesis for Narrative writing.</p>

Writers Workshop Unit 4 ~ Informational Writing
January (4 weeks)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: Students will explore nonfiction texts and learn that nonfiction writing gives information about real-world topics. They hear and discuss books about a variety of topics while learning about features of nonfiction text. Students will conduct research, take notes and write an “All-About” informational text. Students will be creating nonfiction books, such as How-to books or narrative nonfiction texts with the intention of teaching others the procedure of something they know how to do well. Students will write across multiple pages to teach readers ‘how-to’ or a narrative nonfiction writing about a topic part-by-part while including labels and words to give facts.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Writing across multiple pages to teach readers ‘how-to’ or about a topic • Include labels and words to give facts • Authors use many different forms of writing to convey their message • Write with the intention of teaching others the procedure of how to do something with explicit detail. • Write with their audience in mind, so their readers will understand what they are trying to help them learn to do. • Approach writing by planning for topic and selecting from various paper choices to match the structure of their procedural piece • Express interest and appreciation for one another’s writing. • Teacher readers about a subject. • Name the topic in the beginning and get the reader’s attention. • Tell different parts about a topic on different pages. • Write an ending. • Tell about a topic part by part. • Put facts into writing to teach about a topic. • Use labels and words to give facts. • Use all that one knows about words and chunks (-at, -op, -it, etc.) to help spell. • Spell word wall words correctly and use word wall words to spell other words. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Writing Teaching Books With Independence</p> <p>Getting ready to write by teaching all about a topic Writers tell information across their fingers, sketch, and then write Writers keep readers in mind, writing to answer their questions Nonfiction writers teach with pictures as well as words Taking Stock: Self-assessing and setting goals Editing: Spelling, Capitals, and Punctuation</p> <p>Bend 2: Nonfiction Writers can Write Chapter Books</p> <p>Writing tables of contents Planning and writing chapters while trying resolving to get better Writing with details and help readers picture the details by using comparisons Different kinds of writing in teaching books: chapters can contain how-to writing, persuasive writing, and stories Introductions and Conclusions</p> <p>Bend 3: Writing Chapter Books with Greater Independence</p> <p>Writers use all that they know to plan for new chapter books Writers do research, like finding images or photos, to help them say more Editing “on the go”: varying end punctuation to bring out a teaching books’ meaning Using craft moves learned in unit 1, small moments, to pop-out words and speech bubbles</p> <p>Bend 4: Celebrate and Publish</p>	<p>Mentor Texts (Instructional Read Aloud): <i>I Wonder Why the Sea is Salty</i> by Anita Ganeri <i>Trucks. Whizz! Zoom! Rumble!</i> By Patricia Hubbell <i>Big Truck. Little Truck</i> by Jan Carr <i>“Let’s Get a Pup!” Said Kate</i> by Bob Graham <i>Tulip Sees America</i> by Cynthia Rylant <i>Truck</i> by Donald Crews</p> <p>Teacher Resources: <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project See the book: <i>Nonfiction Chapter Books</i> written by Lucy Calkins, Kristine Mraz, and Barbara Golub <i>A Curricular Plan for the Readers Workshop. Teachers College Electronic PDF, First Grade 2011-2012 Unit 7: Informational Books</i> (Available on the shared drive)</p> <p>Assessment: <i>Writing Pathways for Grades K-5</i> Written by Lucy Calkins Checklist for Information Writing</p> <p>Pre-assess for informational writing in order to capture what students already know how to do in information writing. Refer to page viii in <i>Nonfiction Chapter Books</i> by Lucy Calkins, Kristine Mraz and Barbara Golub for pre-assessment.</p> <p>Students’ progress toward meeting and exceeding CCSS standards in informational writing will be evaluated after unit 7.</p>

Writers Workshop Unit 5 ~ Opinion Writing: Writing Persuasive Reviews about Topics and Texts
February (5 weeks)
First/Second Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: In this unit of study first graders will appreciate the power and purposes of writing. The unit begins with students learning that writing can give them a way to make and defend important decisions. Students begin the unit with collecting. They will use writing to “talk” about the stuff of their lives. Specifically, they will learn to review their collections and to make choices about which item in that collection is the best, writing defenses for those judgments. This writing is the beginning of writing reviews, the subject of the unit. The final part of the unit will teach students how to write their judgments and their reasons for those judgments and organize their reasons and supply supporting details for those reasons. The Common Core Standards call for all first graders to compose opinion pieces in which they “introduce a topic or name the book [or topic] they are writing about, state an opinion, supply reasons for the opinion, and provide some sense of closure.”</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Stating my opinion and writing my likes and dislikes and why. • Introduce a topic to write about • Supply a reason for an opinion. • Provide some sense of closure to a piece of writing. • Capitalize dates and names of people. • Use end punctuation for sentences • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Write an opinion of likes and dislikes and say why. • Write a beginning in which the writer gets the readers' attention. • Name the topic or text the writer is writing about and give an opinion. • Say more about one's opinion and use words such as <i>and & because</i>. • Write an ending for the piece. • Write a part where the writer gets the readers' attention and then says more • Write at least one reason for an opinion. • Use labels and words to give details. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Best in Show: Judging Our Collections People collect things and write opinions about their collections Developing systems to organize your judgments Explaining judgments in convincing ways Opinion writers expect disagreement Bolstering arguments Editing and publishing: making writing best in show!</p> <p>Bend 2: Writing Persuasive Reviews Ways to hear and spell all the chunks in a word Writing reviews to persuade others Talking right to readers Making comparisons in writing Hooking readers; writing catchy introductions and conclusions Partner work: working together to give writing checkups</p> <p>Bend 3: Writing Persuasive Book Reviews Using all that we know to write persuasive book reviews Giving sneak peek summaries Using conjunctions Making sure reviews are brim full of the best work Use special print to emphasize words and phrases Rereading and rehearsing; paying attention to punctuation to read with expression Using checklists to revise book reviews</p> <p>Bend 4: Book Review Talks: A Reading Rainbow Style Celebration</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Earrings</i> by Judith Viorst The Pigeon books by Mo Willems <i>A Pet for Petunia</i> by Paul Schmid <i>How to be a Friend</i> by Marc Brown <i>Click, Clack Moo Cows That Type</i> by Doreen Cronin <i>Giggle, Giggle, Quack</i> by Doreen Cronin <i>The Gardener</i>, by Sarah Stewart <i>I Wanna Iguana</i> by Karen Kaufman Orloff <i>Dear Annie</i> by Judith Caseley <i>Dear Mr. Blueberry</i> by Simon James <i>Dear Juno</i> by Soyung Pak <i>The Jolly Postman</i> by Janet Ahlberg and Allan Ahlberg <i>Gooseberry Park</i> by Cynthia Rylant</p> <p>Other Resources: <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project See the book: <i>Writing Reviews</i> Unit 3 Opinion by Lucy Calkins, Elizabeth Dunford, and Celena Dangler Larkey <i>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, First Grade 2011-2012 Unit 5: Opinion Writing: Persuasive Letters and Speeches</i> (Available on the shared drive) <i>A Quick Guide to Teaching Persuasive Writing Grades K-2</i> by Sarah Picard Taylor <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Assessment: <i>Writing Pathways for Grades K-5</i> Written by Lucy Calkins Checklist for Opinion Writing Reference page viii in the book <i>Writing Reviews</i> written by Lucy Calkins, Elizabeth Dunford and Celena Dangler Larkey for assessment. Score assessment with Teachers College Opinion Rubric for 1st grade. Record assessment scores into Genesis for Opinion writing.</p>

Writers Workshop Unit 6 ~ Poetry: The Craftsmanship of Writing Poetry
April (4 weeks)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: Any time of year, poetry allows writers to let their hearts and minds soar. In this unit, young poets will find significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will serve as an opportunity to use language in extraordinary ways. It gives children the chance to practice all that they've learned thus far in the year. Teachers will help students generate many, many ideas for poems. They will be taught ways to experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of the unit, young poets will be able to create clear images with precise and extravagant language. At the beginning of the unit students will be immersed in the sights and sounds of poetry using favorite authors such as Jack Prelutsky & Shel Silverstein. Authors will serve as mentors to write about strong feelings & create visual images.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Capitalize dates and names of people • Use end punctuation for sentences • Use commas in dates and to separate single words in a series • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Revising our writing to include powerful words. • Use precise words to create imagery. • Write poems about events in their lives and the people that matter to them most. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Getting Started with Poetry Centers and Using All We Know about Writing Finding ideas to write about from our own lives; special people, special places, things we love Experimenting with line breaks to convey meaning and/or create tension. Thinking about word choice and language to create clear images.</p> <p>Bend 2: Writers Draft with Precise Words, Phrases, and Line Breaks to Create Images and Music in Our Poems Writers Bring Together Poetic Language and Meaning; searching for the exact word Turning to mentor authors for help Practicing the sophisticated strategy of changing ordinary language into poetic verse.</p> <p>Bend 3: Writers Edit, Publish, and Celebrate Our Best Poems and Anthologies Rereading our poems to find lines or phrases that deserve to be kept and highlighted Taking out extra words or parts of the 'story like poem' that aren't the main idea Going back to mentor authors to be inspired by their work Sorting our poems to create an anthology Reading our poems with fluency and voice</p>	<p>Mentor Texts (Instructional Read Aloud): Poetry written by Eloise Greenfield, Bobbi Katz, Valerie Worth, Shel Silverstein, Jack Prelutsky <i>Inside My Heart</i> by Zoe Ryder White <i>Time of Wonder</i> by Robert McCloskey</p> <p>Resources: <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins <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>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, First Grade 2011-2012 Unit 10: Poetry: Powerful Thoughts in Tiny Packages</i> (Available on the shared drive) <i>Poetry: Powerful Thoughts in Tiny Packages</i> in <i>Units of Study for Primary Writing</i> (Heinemann, 2003).</p> <p>Assessment: Children may publish two to five of their own poems to make public—or more.</p>

Writers Workshop Unit 7 ~ Informational Writing about Science
May (3-4 weeks)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: There are several goals for this unit of study. First, we want children to use writing to explore an aspect of science that is essential. Students will have studied balls and ramps, organisms, and the weather through inquiry based learning in science during their time in first grade. This unit will provide opportunities for students to use writing to engage in the work that scientists do—developing and testing hypotheses, gathering data, and studying information for patterns. For this unit of study students will concentrate on organisms. This unit builds on the energy and enthusiasm children carry about the world around them. Prior to know students have been engaged in workshops, some science study, and have learned how to observe closely, to ask big questions, and to follow procedures to pursue those questions. This unit of study will show learners that writing need not be an end in and of itself, but that it can be a tool for learning. The unit is combined with science to make for a hybrid science-writing workshop.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Writing experiments to answer questions • Write observations, musings, and predictions about what might happen and why it might be happening • Write how-to texts detailing the experiment they’ve done as a class and on their own • Use knowledge from how-to texts and nonfiction texts to apply to science informational writing • Live like real scientists- living out the scientific method, not just summarizing what they find in already written in reference books. • Keep booklets to record observations, sketches, questions, and musings. • Use sequence words (e.g., <i>first, then, next, finally</i>) to organize thinking and convey timing. • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Studying Whole-Class Topics During Daily Science-Writing Workshop Writing, sketching, and jotting questions to record and grow our thinking Scientists write to learn about the world around us, experiment to answer lingering questions, and use what we know about nonfiction writing to teach other what we have learned Sketching with labels and captions, where scientists draw the set-up from an experiment and then label it using precise vocabulary Adding in captions that explain the process in greater detail Adding to ideas by adding to sketches in both words and images</p> <p>Bend 2: Launching Into Our Own Experiments, Trying Them Out, and Writing Them Up Ways to record information, write more detailed how-to texts and explore questions Designing our own experiments from unanswered and lingering questions Collaborate with partners and record our experiments, all the while raising the level of our non-narrative writing Scientists record, in much detail as possible, all that they observe</p> <p>Bend 3: Using All That We Know to Draft Informational Writing About Our Topics to Teacher Others Give information about a topic and describe a procedure Writing to include chapters about specific organisms: for example, before and after pages, compare and contrast pages, and how-to pages Sorting information by subtopics Adding to our writing: what we notice about size, color, or texture, adding what observations make them think, or even what they wonder Including <i>cautions</i> or <i>warnings</i> for readers</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>I Wonder Why the Sea is Salty</i> by Anita Ganeri <i>Trucks. Whizz! Zoom! Rumble!</i> By Patricia Hubbell <i>Big Truck. Little Truck</i> by Jan Carr <i>“Let’s Get a Pup!” Said Kate</i> by Bob Graham <i>Tulip Sees America</i> by Cynthia Rylant <i>Truck</i> by Donald Crews</p> <p>Other books that can serve as mentor texts for the kind of writing children are being asked to do; books with diagrams and illustrations for children to pore over during the unit</p> <p>Teacher Resources: <i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i> by Lucy Calkins and colleagues at The Reading and Writing Project <i>Nonfiction Chapter Books</i> written by Lucy Calkins, Kristine Mraz, and Barbara Golub</p> <p><i>A Curricular Plan for the Readers Workshop. Teachers College Electronic PDF, First Grade 2011-2012 Unit 9: Informational Writing About Science</i> (Available on the shared drive) <i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Assessment:</p> <p>Assess for informational writing in order to capture what students learned in information writing. Refer to page viii in <i>Nonfiction Chapter Books</i> by Lucy Calkins, Kristine Mraz and Barbara Golub for assessment. Score assessment with Teachers College Information Rubric for 1st grade. Record assessment scores into Genesis for Informational writing.</p>

Writers Workshop Unit 8 ~ Celebrating Our Writing Accomplishments
May/June (3-4 weeks)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit of study focuses on the fact that children are becoming better writers. The end of the school year celebrates how much they have grown as writers over the year. Students will celebrate in many ways. Throughout the unit children will continue to write—and write a lot! Students will select a genre they want to focus on for the final few weeks of school. Once they select a genre they will pursue a writing interest to publish one final piece of writing. During this unit students will push themselves as writers to accomplish goals set forth on the opinion, narrative, or information checklist for grade 1.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Come to writers workshop with ideas, has writing territories that they prefer to write in and has a wide repertoire of strategies if needed. • Starting to move away from coming up with an event to write about to considering “What do I really want to write about?” • Offers several ideas but stops and considers which one h/she really wants to tell. • Produce four to five pages of writing per day, with three or more sentences per page (between twelve and fifteen sentences a day). • Remain involved in talking about, drawing, and writing books for forty minutes. • Use a small repertoire of revision strategies (add more dialogue, take away parts, add more details, stretch out the most important part, etc.). • Revise with more purpose, considering craft and the effect different craft choices have on the way a story sounds to a reader. • Capitalize dates and names of people • Use end punctuation for sentences • Use commas in dates and to separate single words in a series • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	<p>Bend 1: Selecting a Favorite Writing Territory Using a wide repertoire of strategies to select a topic Thinking about “What do I really want to write about?” Gathering ideas and stopping to consider which one the writer really wants to write about</p> <p>Bend 2: Working With a Partner for Revision Using a small repertoire of revision strategies: adding more dialogue, taking away parts, adding more details, stretching out the most important part, etc.).</p> <p>Bend 3: Celebration Developing, celebrating, and pursuing personal goals as a writer Growing as a writer; Then and Now Visiting Kindergarten classrooms to share with themselves as writers</p>	<p>Mentor Texts (Instructional Read-aloud)</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Writing in Opinion, Information and Narrative</i></u> by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>Nonfiction Chapter Books</i></u> written by Lucy Calkins, Kristine Mraz, and Barbara Golub</p> <p><u><i>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, First Grade 2011-2012 Unit 9: Informational Writing About Science</i></u> (Available on the shared drive)</p> <p><u><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p> <p>Assessment: Published piece of writing</p> <p><u><i>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins (Use page 220 as tool to reflect on individual student writings.)</p>

Bibliography

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

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

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

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

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