

Grade 1 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 1		
Unit of Study	Unit 1: Building Good Reading Habits (Book 1)/Small Moments: Writing with Focus, Detail, and Dialogue (Book 1)		
Pacing	September-Mid October This content unfolds over 18 & 21 sessions each, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.1.a Recognize the distinguishing features of a sentence.</p> <p>RF.1.2.b Orally produce single-syllable words by blending sounds.</p> <p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.b Decode regularly spelled one-syllable words.</p> <p>RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>			
<u>Reading Literature and Informational</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<p>RL.1.1/RI.1.1 Ask and answer questions about details</p> <p>RL.1.2/RI.1.2 Retell familiar stories/Identify main topic, key details</p> <p>RL.1.3/RI.1.3 Describe characters, settings, events/ Describe connections</p>	<p>W.1.3 Narrative with two or more sequenced events, details, temporal words, closure</p> <p>W.1.5 Focus on topic, respond to questions and suggestions, add details</p>	<p>SL.1.1 Participate in collaborative conversations with peers and adults</p> <p>SL.1.6 Produce complete sentences</p>	<p>L.1.1 Demonstrate command of the conventions of standard English when writing or speaking</p> <p>L.1.2 Demonstrate command of conventions of standard English capitalization, punctuation, spelling when writing</p>

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<p>RL.1.7/RI.1.7 Describe characters, settings, events with illustrations, details/Use illustrations and details to describe key ideas</p> <p>RI.1.8 Evidence to support point</p>			<p>L.1.4 Determine/clarify meaning of unknown and multiple-meaning words/phrases, choosing strategies flexibly</p>
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. What does a strong reader do? 2. What do readers do when they come to a tricky word? 3. How do readers use good reading habits working with a partner? 4. How can we use words and pictures to bring small moments to life? 			<ol style="list-style-type: none"> 1. Strong readers have jobs to do before, during and after they read, such as previewing the book, scooping up words and reading with smooth voices, and talking about their books when they are done. 2. When readers come to a tricky word they use many strategies to figure out the word, such as check the picture, look at all the parts of the word, or try it two ways. 3. Readers use good habits, with a partner, by working as a team, building decoding habits, reading, helping -not telling, celebrating and setting new goals. 4. We can use words and pictures to plan, tell our story and show how characters feel and think.

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Unit Summary	
Reading Bends	Writing Bends
<p>Bend 1: This bend develops good reading habits before, during, and after reading books to set the kids up for success throughout the year. This is the launching unit for this grade, it will also help students internalize the processes and procedures of reading workshop.</p> <p>Bend 2: This bend focuses on strategies for tackling hard words. Students will learn to develop greater independence in solving unknown words. Readers will learn to use context clues, avoid 'bad habits', look at the different parts of the word, and never give up on solving hard words.</p> <p>Bend 3: This bend teaches readers to use good reading habits with partners. Through like-leveled partnerships, students will strengthen their own repertoire of reading strategies by applying them as a team.</p>	<p>Bend 1: This bend will teach students that writers plan their writing in advance, they use letter sounds/words and pictures in stories, and they write with focus. They also learn that they should talk to other writers about their writing, reread their own writing, and make sure their writing is clearly presented.</p> <p>Bend 2: This bend teaches how writers bring stories to life by making their characters move and speak, by unfolding action bit by bit, and by demonstrating that characters think and feel. They also learn that writers act out their stories and then revise them based on what they learn, and that they spell familiar words and add punctuation marks as necessary.</p> <p>Bend 3: This bend teaches students that writers study other authors' craft and try out the new ideas that they discover in their own writing. They also learn that writers turn to books they love to find additional new ideas for their own pieces.</p> <p>Bend 4: This bend teaches students that writers fix up and publish special pieces after they have edited them using a checklist; that they make certain that the books include a title, detailed pictures and a cover, and that they celebrate their finished product with an audience.</p>
Teaching Points	
Reading	Writing
<p>Bend I</p> <ol style="list-style-type: none"> 1. Taking a sneak peak at a text to get ready to read 2. Take the time to linger with a book once it is done: tell someone about it, look back 	<p>Bend I</p> <ol style="list-style-type: none"> 1. Thinking of an idea (a thing you do, a thing that happened to you), making a plan and then writing 2. Touching and telling your story across

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<p>at your favorite part, think over the book</p> <ol style="list-style-type: none"> 3. Making a plan to read more every day (using a reading mat) 4. Setting goals for the number of books you read, keeping track of your reading and trying to read more across a week 5. Rereading helps us to read smoothly 6. Scooping words into phrases 7. Rereading to notice new details 8. Previewing the page before reading <p>Bend II</p> <ol style="list-style-type: none"> 9. Taking a sneak peak at the pictures to help solve the words 10. Dropping bad habits for word solving 11. Looking at all the parts of the word 12. Asking “what word makes sense here?” and using picture clues to figure out tricky words 13. Using strategies you know to keep trying to solve tricky words 14. Try the vowel both ways: long vs. short vowel sound <p>Bend III</p> <ol style="list-style-type: none"> 15. Giving book introductions 16. Giving think time and reminders 17. Wrapping up reading by using a reading strategy 18. Celebrating strategies 	<p>pages THEN sketching across those same pages</p> <ol style="list-style-type: none"> 3. Revising: Who, what, where, when, how? 4. Stretching words to hear and write all sounds 5. Writing tiny seed stories that are within big watermelon topics 6. Telling your writing partner your story more than once to add detail each time 7. Rereading your writing like a published author <p>Bend II</p> <ol style="list-style-type: none"> 8. Reading your book and fixing the “oops” parts 9. Bringing stories to life includes making characters move and speak 10. Telling a story bit by bit- in small steps 11. Bringing stories to life includes making characters think and feel 12. Acting your story out to add more dialogue and action 13. Using known words to spell new words <p>Bend III</p> <ol style="list-style-type: none"> 14. Studying authors you love and trying what they do (use exact actions, strong feelings, ellipses, etc.) in your own writing 15. Using exact actions as a craft move in your writing 16. Emphasizing very important words by bolding, or using different shapes and sizes 17. Find new tips from books <p>Bend IV</p> <ol style="list-style-type: none"> 18. Choosing a story you love to share and fixing it up to publish
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	<p>19. Using an editing checklist</p> <p>20. Adding a cover, title and pictures to publish</p> <p>21. Celebrating</p>
Word Study Topics	
<p>Unit 1 (weeks 1-3)*:</p> <ul style="list-style-type: none"> ● Letter-keyword-sound for consonants and short vowels ● Letter formation for lowercase letters a-z ● Alphabetical order ● Sound recognition for consonants and short vowels <p>See the PLC for a two week accelerated learning plan due to exposure in kindergarten.</p> <p>Unit 2 (weeks 1-3 of 4)*:</p> <ul style="list-style-type: none"> ● Phonemic awareness skills: sound manipulation- (initial, final, medial) ● Blending and reading three-sound short vowel words ● Segmenting and spelling three-sound short vowel words ● Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures ● Story retelling in detail and sequence ● Sample words: map, let, job, fix, quit ● Reading and writing high-frequency trick words (the, a, and, is, his, of) <p>See the PLC to extend the learning plan if needed.</p> <p>Foundations Unit Test Scoring Guidelines</p> <p>*Units referenced come from Foundations Program. These units are a review of skills taught to students in Kindergarten. For additional sample words refer to the units one and two resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, review and current unit trick words, review and current unit words/nonsense words, and unit dictation sentences. Pacing for unit 2 may require adjustment or extension into the next reading unit of study.</p> <p>Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p>	
<p>Evidence of Learning - Assessment</p> <p>TC High Leverage Reading Assessment</p> <p>Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments</p>	

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**See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

Smarter Balanced Assessment Resources

The following link will provide rubrics, student checklists and Writing Portfolio Guides with anchor sets to use in the holistic scoring of narrative, opinion, and informational writing:

[CT Writing Portfolio Resources for Grades K-2](#)

The [Style Guide](#), which aligns with the expectations of Smarter Balanced Assessments, will support the creation of unit- and standard-aligned items for instructional use.

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations unit test ● High-frequency word lists ● Letter Identification Directions Implications Recording Form Student Copy <p>Reading: Pre-assessment - Move through the classroom observing students reading behaviors and taking notes asking questions like: -Do you read at home? With whom? Where? -Do you have a favorite book? -What did they like/dislike about the read aloud this morning? -What kinds of books would he/she like to read this year?</p> <p>Post-assessment: Use the Checklist of Reading Behaviors (found in running records)*. Check the reading behaviors you notice the child using. These</p>	<ul style="list-style-type: none"> ● Running Records (Checklist of Reading Behaviors)* ● Additional running records from Teachers College site ● WPM rate benchmark chart (does not start until level J) Use last years data to decide where to begin your running records and to decide what books to make available for students. You will need to find each students "ceiling" (frustration level) within the first few weeks of school. If students are reading below a level "C" you may want to do a Concepts About Print: ● Directions ● Implications ● Recording Form 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Units <p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet <p>Writing:</p> <ul style="list-style-type: none"> ● Conferring notes ● Conferring Scenarios for Narrative Writing* ● Observation of small and whole group ● Student work: One or more student work samples for each writing session* ● Narrative Writing Checklist*

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<p>notes may not determine the reader's independent reading level, but will inform your teaching:</p> <ul style="list-style-type: none"> □ Becoming skilled at solving multi-syllable words with complex letter sound relationships using previous skills by going across the word letter-by-part. □ Becoming skilled at monitoring, cross-checking sources of information, and self-correcting at the point of error. □ Integrates sources of information: checks to make sure what has been read makes sense (meaning), sounds right (structure) and looks right (visual). □ Reads with more phrasing and intonation responding to print features (punctuation, large print, and story content and events). <p>Writing: Pre/Post assessment -</p> <ul style="list-style-type: none"> ● Narrative Writing On-Demand Performance Assessment Prompt* ● Narrative Writing Learning Progression, Pre-k-6* ● Narrative Writing Rubric, Grade 1* ● Narrative Writing Student Samples, Grade 1* ● Narrative Writing Checklist, Grade 1 and 2* 		
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The Reading and writing workshop model is a researched-based instructional model:</p>		

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See *A Guide to the Reading Workshop Model: Primary Grades*, (2015), Calkins et. al. and *A Guide to the Common Core Writing Workshop*, 2012, Calkins et. al. included in the series component bundle.

The Heinemann Online Resources includes a study guide for the *Units of Study for Teaching Reading* under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:

- The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link
- The Architecture of a Conference and small group work: mid-workshop teaching
- Share/whole group processing
- Setting up and Provisioning the Reading Workshop

The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.

Anchor Charts

Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.

Reading	Writing
We Are Readers! Color / B&W	How to Write a Story Color / B&W
Readers Read with a Partner Color / B&W	Ways to Bring Stories to Life Color / B&W
Readers LEARN from Books, too! Color / B&W	Ways to Spell Words Color / B&W
We Are Storybook Readers! Color / B&W	Learning Craft Moves from a Mentor Author Color / B&W

Instructional Moves

Taberski, Sharon D.; Burke, James (Jim) R. (Robert). *The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them* (Corwin Literacy). SAGE Publications.

Possible Student Challenges	Teacher Moves
Reading with purpose and understanding	<ol style="list-style-type: none"> 1. Teach explicitly what reading with purpose means— such as to read for enjoyment, to read for a specific task, or to read to gain new information or understanding. 2. Call students’ attention to how chunking words into phrases makes reading sound more natural. When reading aloud, breathe life into your interpretation of the text by attending to how the characters are feeling and acting.

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Identifying key details	<ol style="list-style-type: none"> 1. Model asking questions about a text by writing questions on chart paper.. Try to ask more analytical (how, why) questions than literal (who, what, where, when) questions. 2. Elaborate on what led you to ask a question. Help students recognize that a question is typically an extension of something we already know. 3. Demonstrate how the answers to many of their questions can be found in the text. Mark the answers to questions with sticky notes or highlighting tape, calling attention to the exact words that help answer a question.
Generating topics for personal narrative writing	<ol style="list-style-type: none"> 1. Share examples of narratives from books, articles, and samples of student writing. 2. Allow students to decorate their writing folders with pictures of personal experiences, create a classroom idea chart, turn and talk with partners before each writer’s workshop. 3. Use a graphic organizer that prompts students to fully elaborate their experiences, 4. Draw students’ attention to linking words (and, because, also, second, next) in samples of narrative pieces you’ve used with them, in both published materials and student writing, and highlight linking words with colored tape or markers in the narrative piece samples you’ve written together.
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade 1 Trade Pack</small>	
Reading	Writing
Demonstration Texts <i>Gossie & Gertie</i> by Olivier Dunrea * <i>Kazam’s Birds</i> by Amy Ehrlich and Barney Saltzberg “Little Miss Muffet” nursery rhyme	Demonstration Texts <i>*Night of the Veggie Monster</i> by George McClements

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<p>Read-Aloud and Shared Reading Texts <i>*Ish</i> by Peter H. Reynolds <i>*Ollie the Stomper</i> by Olivier Dunrea <i>Mr. Fantastic Fox</i> by Roald Dahl and Quentin White <i>Charlotte’s Web</i> by E. B. White and Garth Williams “Make New Friends” song</p>	<p>Suggested Texts and Resources <i>Shortcut</i> by Donald Crews <i>Chrysanthemum</i> by Kevin Henkes <i>Joshua’s Night Whispers</i> by Angela Johnson Peter’s <i>Chair</i> by Ezra Jack Keats <i>The Kissing Hand</i> by Audrey Penn <i>The Relatives Came</i> by Cynthia Rylant <i>A Chair for My Mother</i> by Vera B. Williams</p> <p>Suggested Authors of Children’s Books Byrd Baylor Eric Carle Joy Cowley Donald Crews Lois Ehlert Judith Viorst Charlotte Zolotow</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
action blend	capitalization dialogue

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clarity goals habits introduction linger plan preview scoop smooth strategy tap	narrative punctuation* tricky words *introduction of new punctuation
Suggestions for Differentiation, Scaffolding and Intervention	

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[CT Dept. of Education Evidence-based Practice Guides](#) – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”

Use individual student performance data to inform intervention in small group and conferring work. Just because specific strategies are listed as "effective intervention strategies" doesn't mean that they should only be used for intervention. These strategies, when used purposely, help support the specific needs of diverse learners.

[Effective Intervention Strategies for Teachers:](#)

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use graphic organizers and class created posters
- Provide feedback
- Use hands-on, non-linguistic representations

[Meeting Students Needs Through Scaffolding:](#)

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

[Supporting Struggling Readers:](#)

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

[Assistive Technology](#)

[Writing:](#)

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write

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- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise.

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

[Colorin Colorado](#)

[CT English Learner Proficiency Standards, Linguistic Supports](#)

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge

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Interdisciplinary Connections

Art- Have students take photographs and have students write small moments about the picture using as much detail as possible.

Science- Have students watch a video clip of a butterfly coming out of the chrysalis or a flower bloom opening. Students can write a small moment piece about this event.