# Grade 1 ELA Curriculum

| Subject | Language Arts |
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| Grade/Course | Grade 1 |
| Unit of Study | Unit 4:  Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)/Writing Reviews (Book 3) |
| Pacing | Mid January-Mid February<br>This content unfold over 18 & 18 sessions each, with a suggested timeline of approximately 6 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

### Reading Foundational Skills

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4:Read with sufficient accuracy and fluency to support comprehension.

| Reading<br>Literature and Informational | Writing | Speaking/Listening | Language |
|---|---|---|---|
| RL.1.1<br>Ask/answer questions about details<br><br>RL.1.2<br>Retell familiar stories<br><br>RL.1.7<br>Describe characters, settings, events with illustrations | W.1.1<br>Introduce topic, state opinion, reason, closure<br><br>W.1.2<br>Informative texts, state topic, supply facts, closure<br><br>W.1.5<br>Focus on topic, respond to questions and suggestions, add details<br><br>W.1.6<br>Produce, publish with digital tools | SL.1.1<br>Participate in collaborative conversations with peers and adults<br><br>SL.1.4<br>Describe people, places, things, events with details, ideas, feelings<br><br>SL.1.6<br>Produce complete sentences | L.1.2<br>Demonstrate command of conventions of standard English capitalization, punctuation, spelling when writing<br><br>L.1.4<br>Determine/clarify meaning of unknown and multiple-meaning words/phrases, choosing strategies flexibly<br><br>L.1.6<br>Use words and phrases, including conjunctions to signal relationships |

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| Essential Questions | Corresponding Big Ideas |
|---|---|
| 1. What strategies do readers use to read more complex texts independently?<br><br><br><br><br><br>2. How can I write about my opinion? | 1. Independent readers are flexible problem-solvers who monitor their reading and stop when they encounter difficulty. Independent readers use word-solving strategies and draw from multiple source of information to problem solve and decode unknown words. Independent readers use strategies to develop understanding of new vocabulary words.<br>2. An opinion is what a person thinks or feels about a topic or book. Writers share their opinions by focusing on a topic or book and provide reasons they feel they way they do. |
| Reading Bends | Writing Bends |
| **Bend 1**: In this bend, students will focus on really working to figure out the problem when reading becomes challenging by being the boss of their own reading by applying strategies.  Teaching will focus on fostering independence in readers by making sure they have access to independent reading books that the skills they practice during small group and conferring.<br><br>**Bend 2:** In this bend, students will continue to learn strategies that build on those they learned in the first two units for problem solving words.  As student begin to move into a level I they must be able to solve multisyllabic words with ease and continue on in their reading.  Students will learn new strategies for word solving  and delve deeper into those they already know.<br><br>**Bend 3:** In this bend, the shift focuses from solving difficult words to understanding meaning.  As students begin to read longer, more complex text the focus shifts to monitoring for meaning.<br>This bend will also focus on new vocabulary. Readers will learn that every book they read has the opportunity for them to learn new words.<br><br>**Bend 4:** In this bend, students will celebrate by creating  audio-books using all they have learned: | **Bend 1:** This bend will begin with students bringing in a small collection.  Students will use this collection to think and talk about the stuff in their lives.  They will be challenged to make decisions and pick the "thing" they think is the best.  This work is the foundation for writing reviews.<br><br>**Bend 2:**  In this bend, students will write review, after review, after review on everything from toys to restaurants.  The expectation is that each student write a minimum of 6 to 10 reviews.  This bend supports revision, qualities of good writing and independence.  As the bend comes to an end, students create anthologies of their reviews.<br><br>**Bend 3:**  In bend three students write book reviews.  They summarize, evaluate, judge, and defend their judgements.  Students will write to persuade.  Wrapping up the unit includes students writing book reviews persuading others to read books they love. |

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problem solving on the run, maintaining meaning and reading fluently.

## Teaching Points

| Reading | Writing |
|---|---|
| **Bend I:** | **Bend I:** |
| 1. Using all we know to stop, trying a strategy we know and figure out our reading troubles | 1. Looking at a special collection and asking "which is my favorite?" and "which one is next?" helps us to write opinions and even convince others about our opinions |
| 2. Trying another strategy to figure out your reading if the first one does not work | 2. Persuading readers prompts us to formulate reasons with details about each reason |
| 3. Doing a triple check to make sure a you are reading a tricky word correctly | 3. Studying a piece of opinion writing helps us to figure out ways we can do that writing really well |
| 4. Making a plan for your reading work by asking: 'What do I do a lot?  What can I do even more to help my reading?' | 4. Writing about why you disagree or think something different |
| 5. Leaning on your reading partner for help when reading feels really tough | 5. Using quotes from others to support our opinion |
| **Bend II:** | 6. Using check-lists to make your writing the best it can be |
| 6. Thinking about what is happening in the story as a strategy to figure out an unknown word | 7. Investigating to answer "What important parts do writers make sure to include to make their reviews so convincing?" |
| 7. Thinking about what work might come next as a strategy for reading | |
| 8. Looking at all the parts of a word to solve | |

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hard words

9. Using words you know to figure out words you do not know
10. Trying sounds many ways can help us figure hard words out (beak, pear, heart)
11. Reading fluently means reading most words in a snap

**Bend III:**

12. Monitoring your understanding of what you are reading
13. Using your imagination to make a movie in your mind is another strategy readers use
14. Keeping track of who is talking (the dialogue) is something readers do to help themselves understand what they are reading
15. Using picture clues and surrounding words to help you understand new words

**Bend IV:**

16. Using all the strategies in your "reading toolbox" when you get stuck so you can quickly move on
17. Asking (shared inquiry) "How do readers make their reading sounds really great? What does this reader do that I can try?"
18. Making your reading sounds its very best by having your partner listen and give you tips (rereading, looking at the picture for clues, matching your voice to the punctuation)

**Bend II**

8. Asking, "what do review writers do to convince readers to agree?"
9. Using voice to talk directly to your reader by explaining the topic, where to find it and when to go
10. Using attributes about your subject to compare, make a point and convince
11. Catching your reader's attention by starting with a catchy introduction
12. Helping your writing partner by using a editing checklist to give a checkup of their writing piece
13. Deciding what kind of anthology of "review" pieces you want to write

**Bend III:**

14. Using all you know about writing reviews to write a book review
15. Writing a sneak peek summary without giving everything away
16. Using punctuation and linking words to make sentences "just right", not too long, not too short
17. Using every part of the writing checklist to check every part of your writing
18. Celebration, reading rainbow style!

| **Word Study Topics** |
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Unit 7 (2 weeks of 3)*:
- glued sounds: ang, in, ong, ung, ank, ink, onk, ung, ank, ink, onk,unk
- blending and reading words with ng or nk
- segmenting and spelling words with ng or nk
- narrative fiction vs. informational books
- reading with accuracy and prosody
- high frequency trick words: why, by, my, try, put, two, too, very, also, some, come
- sample words:  bank, bank, pink, chunks

Unit 8 (2 weeks)*:
- consonant blends and digraph blends
- blending and reading words with up to four sounds
- segmenting and spelling words with up to four sounds
- suffix -s added to words with four sounds

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- r-controlled vowel sounds: ar, or, er, ir, ur
- reading with accuracy and prosody
- high frequency trick words: would, could, should, her, over, number
- sample words: bump, stash, bled, past, pinch, shrug, steps

Unit 9 (2 weeks)*:
- closed syllable concept with short vowels
- closed syllable vs open syllable
- vowel teams sounds for: ai, ay, ee, ea, ey, oi, oy
- narrative fiction vs. informational books
- reading with accuracy and prosody
- high frequency trick words: say, says, see, between, each
- sample words: click, chunk, sniffs

[Fundations Unit Test Scoring Guidelines](#)

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.

*Units referenced come from Fundations Program.
For additional sample words refer to the unit resource pages at the end of each unit in the Fundations 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.

| Evidence of Learning - Assessment |
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| *TC High Leverage Reading Assessment* |
| [Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments](#) |
| *See Heinemann Online Resources for copies. District may designate the use of another version of assessment.* |

| Smarter Balanced Assessment Resources |
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| 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 |
|---|---|---|
| ● High-frequency word lists | ● [Running Records](#) ([Checklist of Reading](#) | ● Fundations Dictation Check-Ups within unit |

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- Fundations unit test

Reading:
For a pre/post assessment of reading behaviors conduct an informal running record of on each student. Consider M,S,V and appropriate reading level behaviors for students reading at levels A-K (refer to pages 17-21 in the Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments) and questions to ask yourself about what children do in their reading when faced with a challenge.

Writing:
Pre/Post Assessment -
- Opinion On-demand Performance Assessment Prompt*
- Opinion Writing Rubric*
- Opinion Writing Checklist:
- Kindergarten and Grade 1*
- Grade 1*
- Grade 1 Illustrated*
- Grade 1 and 2*
- Grade 1 Student Writing Samples*

Behaviors)*
- WPM rate chart
- Opinion Writing Learning Progression*

Reading:
- Conferring notes
- Observations of small and whole group
- F&P Continuum of Literacy Question Stems by GRL
- Exit tickets
- Daily reading log sheet

Writing:
- Conferring notes
- Conferring Scenarios Opinion Writing*
- Observations of small and whole group
- Student work: One or more student work samples for each writing session*
- Opinion Writing Checklist Grade 1*

## Learning Plan
## Researched-based Instructional Resources and Methods

The Reading and writing workshop model is a researched-based instructional model:

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:

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- 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 | |
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| **Reading** | **Writing** |
| Be the Boss of Your Reading<br>      Color / B&W<br>Reading Partners Work Together<br>      Color / B&W<br>Tools for Solving and Checking Hard Words<br>      Color / B&W<br>Tools for Understanding Our Books<br>      Color / B&W<br>Good Habits for Solving Hard Words (from unit 2) | To Judge Fairly. . .<br>      Color / B&W<br>Convince Your Reader!<br>      Color / B&W<br>Ways to Spell Words<br>      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 |
|---|---|
| Helping students know and apply grade-level phonics and word analysis skills in decoding words: | Recognize the power of knowing the 37 dependable rimes in helping students read accurately automatically. (In a single-syllable word, the onset is the initial consonant or consonant blend before the vowel, and the rime is the vowel and any consonants that follow. For example, in the word flop, /fl/ is the onset and /op/ is the rime.) (list of 37 rimes) Helping students become familiar with spelling patterns in words enables them to move beyond seeing isolated words to seeing chunks of letters that make specific sounds.<br><br>Show students how to use phonics together with semantics (meaning) and syntax (grammar) to figure out words they don't know. Relying on just one cueing system, such as letter-sound relationships, deprives students of the natural clues they would get by considering the message the text is conveying or how the unknown word is used in |

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| | the sentence. However, it's equally problematic to rely too heavily on semantics and have students guess at a word using only its initial sound. All three cueing systems—letter-sound relationships, semantics, and syntax—are important.<br><br>Young readers and writers need to see how what they're learning fits into the larger picture. For K–2 students, this makes it particularly important that you work from the whole to the part. Shared reading, in which students read along with and understand a text, is the perfect setting for emphasizing the individual letter sounds you want students to learn. |
|---|---|
| Teaching students to read with sufficient accuracy and fluency to support comprehension: | •Provide audiobooks for students to listen to and follow along with. |
| Having students describe how the words and the illustrations together help tell a story or give information: | •Share a wordless book with students, and with each page, have them tell the unfolding story orally, citing exactly what is happening in the pictures to make them think that way. One example is Sylvia van Ommen's The Surprise, in which Sheep sets out to make a special gift for her friend. On a second "read," you might have students retell/recount the story as you record what they say on a chart. Then revisit the book (pictures) and ask them to find evidence for what they have written. Think of asking students to find evidence in the pictures as a precursor to asking them to find evidence in texts that include both words and pictures. •Share a poster-size picture with students (for example, a photograph of a busy city street or two children catching tadpoles in a pond). Give them time to talk about what they see. Scribe their words once they've agreed on them. Make sure students explain exactly what in the picture is helping them formulate a text. Allow time for them to process the experience and discuss how both the picture and the words are important. |
| Giving students practice in stating their opinions and backing them up with reasons: | •Brainstorm a class "Wish List" of all the things students would love to change. For example, "I wish we could get new equipment for our school playground," or "I wish there were no zoos so that animals could live free." Have students work in |

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| | pairs and select one idea from the "Wish List" to discuss. Encourage them to come up with several reasons for their opinions, and give them opportunities to share with the class. Post the "Wish List" prominently in the classroom so that you and your students can add to it regularly and discuss selected items, |
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## Mentor, Demonstration, Read-aloud, Shared  Texts

| Reading | Writing |
|---|---|
| **Demonstration Texts** <br> *The Dinosaur Chase* by Hugh Price <br> *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky <br><br> **Read-Aloud and Shared Reading Texts** <br> *Frog and Toad Are Friends* by Arnold Lobel <br> *Tumbleweed Stew* by Susan Stevens Crummel (Houghton Mifflin Harcourt) <br><br> **Suggested Texts and Resources** <br> *A Visitor for Bear* by Bonny Becker <br> *Chester's Way* by Kevin Henkes <br> Audiobook version of *Frog and Toad Are Friends* by Arnold Lobel <br> *George and Martha* by James Marshall | **Additional Texts and Resources** <br> **Suggested Texts and Resources** <br> *Surprising Sharks* by Nicola Davies <br> *The Tale of Despereaux* by Kate DiCamillo <br> *Goldilocks and the Three Bears* by James Marshall <br> *A Pet for Petunia* by Paul Schmid <br> *Imogene's Antlers* by David Small <br> *Olivia Plants a Garden* by Emily Sollinger <br> *Earrings* by Judith Viorst <br> *I Am Invited to a Party* by Mo Willems <br> Pigeon books by Mo Willems <br><br> **Periodicals that Review Literature** <br> *The Horn Book Kirkus Review Resources for Teachers The Process of Education* by Jerome Bruner <br> *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom* by Dr. Brian Cambourne |

## Read-Aloud & Shared Reading

Read Aloud Prompts for Frog and Toad Are Friends
  Color / B&W

**Read-Aloud goals**
Internalize reading behaviors (preview, make predictions, anticipate)
Monitor for sense and re-reading
Process the text
Whole-class book talk

**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)

**Shared reading goals**
Practice using meaning, structure, visuals (MSV) to solve  new  words

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| **Shared reading process:** |
| Introduce the book and key concepts |
| Cross-checking sources of information |
| Word Study |
| Fluency |

| **Vocabulary** ||
| **Tier 2 (Academic Vocabulary)** | **Tier 3 (Domain Specific Vocabulary)** |
| Comparison | Anthology |
| Disagree | Fluently |
| Judgement | key words |
| Opinion | Self-monitor |
| Persuade | Sight word (tricky word, snap word) |
| Problem-solve | Visualizing |
| Review | |

## Suggestions for Differentiation, Scaffolding and Intervention

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.

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.)

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- 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
- 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

## Interdisciplinary Connections

Persuasive Writing: Make a bar graph to represent students' responses to a question that relates to a science or social studies topic (such as "Which community helper do you most want to learn about?") from a list of three or four choices. Once students' responses have been graphed, give each student a note card. On one side have them write, "I want to learn about _____ (e.g., firefighters, chefs, pilots) because _____." Then on the other side of the note card have them write one reason or several, depending on the students' grade. Sort the cards into categories and, one category at a time, have students read what they wrote.

Turn it into an opinion piece:
This activity can be turn into supporting opinion writing by asking students "which community helper do you think is the most important and why?" On the back of the notecard have them write: "I think _____ is the most important community helper because _____."

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