

Grade 1 ELA Curriculum

Subject	Language Arts
Grade/Course	Grade 1
Unit of Study	Unit 2: Word Detectives: Strategies for Using High-Frequency Words and For Decoding (Published If/Then)/ Writing How-To Books (If/Then p. 30) (Title is linked to If/Then Lessons)
Pacing	Mid October-November This content unfolds over 19 & 17 sessions, respectively, with a suggested timeline of approximately 5 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.1.1](#) Demonstrate understanding of the organization and basic features of print.
- [RF.1.1.a](#) Recognize the distinguishing features of a sentence.
- [RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- [RF.1.2.c](#) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- [RF.1.2.d](#) Segment spoken single-syllable words into their complete sequence of individual sounds.
- [RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- [RF.1.3.a](#) Know the spelling-sound correspondences for common consonant digraphs.
- [RF.1.3.b](#) Decode regularly spelled one-syllable words.
- [RF.1.3.g](#) Recognize and read grade-appropriate irregularly spelled words.
- [RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.
- [RF.1.4a](#) Read grade-level text with purpose and understanding.

Reading <u>Literature and Informational</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<p>RL.1.1 Ask/answer questions about details</p> <p>RL.1.2 Retell familiar stories</p> <p>RL.1.7 Describe characters, settings, events with illustrations, details</p> <p>RL.1.10 Grade appropriate prose,</p>	<p>W.1.2 Informative texts, state topic, supply facts, closure</p> <p>W.1.5 Focus on topic, respond to questions and suggestions, add details</p> <p>W.1.7 Shared research and writing</p> <p>W.1.8</p>	<p>SL.1.1 Participate in collaborative conversations with peers and adults</p> <p>SL.1.3 Ask/answer questions to get information or clarify</p> <p>SL.1.4 Describe people, places, things, events with details, ideas, feelings</p>	<p>L.1.2 Demonstrate command of conventions of standard English capitalization, punctuation, spelling when writing</p> <p>L.1.4 Determine/clarify meaning of unknown and multiple-meaning words/phrases, choosing strategies flexibly</p> <p>L.1.5</p>

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

poetry	Recall experiences or gather information		<p>Word relationships/nuances in word meanings</p> <p>L.1.6 Use words and phrases, including conjunctions to signal relationships</p>
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How do readers get better at using strategies to figure out hard and new words while they are reading to increase their knowledge of a book's meaning? 2. How can readers use what they know about how letters and sounds work to solve tricky words in their books? 3. What are ways readers can reread their books to make their reading voice smoother, so that it sounds like talking? 4. How can we use "How-To" books to teach others about things we are experts on? 		<ol style="list-style-type: none"> 1. Readers use word-solving strategies such as previewing the book and page, anticipating how a page will go before reading it, and relying on their understanding of the whole of the book in order to problem solve words and increase their knowledge of a book's meaning. 2. Readers solve tricky words by using problem solving strategies and their knowledge of word parts as well as known words, including high frequency words. 3. Readers make their voices smoother when reading by rereading parts or pages once they've figured out the words. 4. Writers use all their knowledge about a topic they are an expert on to write "How-To" books to teach others. They make a plan for their writing, write so readers can understand, revise and edit their work, and share it with an audience. 	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

Unit Summary	
Reading Bends	Writing Bends
<p>Bend 1: In this bend, students learn word-solving strategies that involve knowledge of a book’s meaning. They rely on knowledge of language structure to anticipate the kinds of words that come next as they read. Students also learn how to check on their own reading by asking themselves questions as they read.</p> <p>Bend 2: Bend two focuses on students continuing to learn strategies for problem solving words. Students show how to use what they know about problem solving words to coach reading partners. Partners will also work collaboratively to use all they have learned about being word detectives.</p> <p>Bend 3: In this bend, students go back to reread to smooth out their reading once they’ve figured out a word to build fluency and expression. They think about the meaning of the text and use the punctuation cues to portray the big feelings in their reading. Partners work collaboratively to make their voices sound more like talking; rereading and rehearsing to perform.</p>	<p>Bend 1: Students will learn the structure of a how-to book. They will be introduced to some exemplar texts and will produce their own procedural texts.</p> <p>Bend 2: In this bend, students will learn the importance of writing procedural texts with directions that readers can easily follow. This involves clarity of directions as well as writing mechanics.</p> <p>Bend 3: Bend three focuses on lifting the level of procedural writing. Students aim to write clearer, more elaborated texts, right from the start and through revision. Their revised work will be published at the end of the unit.</p>
Teaching Points	
Reading	Writing
<p>Bend I</p> <ol style="list-style-type: none"> 1. Notice tough words and solve them like word detectives 2. Look across the whole word to solve it 3. Use everything you know to solve word problems: check the picture, look at all the parts of the word, get a running start, check it twice, try it two ways 4. Do a SLOW check for tricky words by saying the word slowly and running your finger under it 5. Guided student inquiry: What makes a good reading partner? <p>Bend II</p>	<p>Bend I</p> <ol style="list-style-type: none"> 1. Think of things you can teach others how to do and sketch the steps across the pages of your booklet 2. Jot down various titles for many “How-to” books 3. Unpack the steps involved in how to do something 4. Share your expertise on something from home or school as you imagine yourself doing it 5. Use precise, specific words 6. Use transition words <p>Bend II</p> <ol style="list-style-type: none"> 7. Consider your audience 8. Understand what the purpose is of your book 9. Determine where a reader might get lost and make

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

<ol style="list-style-type: none"> 6. Read snap words (words you automatically recognize) quickly 7. Use words as clues to think about what makes sense 8. Use similar snap words to figure out unfamiliar words 9. Turn new words into snap words 10. Scoop up words in groups that go together <p>Bend III</p> <ol style="list-style-type: none"> 11. Break up long words into smaller parts to figure them out 12. Pay attention to the beginning of the word and check to see if any letters go together (ch, str, etc) 13. Break the ending off the word to figure it out (s, ed, ing) 14. Look at vowels inside words and notice when two vowels are side by side (vowel teams: ai, oo, ee, ou, oa, ea) 15. Ask yourself: Does this look like a word I know? 16. Watch out for unusual words with parts you know and parts you do not know: I'm, can't, we're, into, outside 17. Read a tricky word, fix it, read it again and put it all back together 18. Use every strategy you know to notice a problem, solve it, check it and reread to make it smooth 19. Celebration 	<p>your writing more precise and detailed</p> <ol style="list-style-type: none"> 10. Use your "in-charge" voice 11. Give explicit directions (<i>how, where, why, etc.</i>) <p>Bend III</p> <ol style="list-style-type: none"> 12. Add labels to pictures 13. Add speech bubbles to pictures 14. Use a writing partner to improve your writing 15. Use a checklist to improve your writing 16. Use punctuation to help readers read your writing 17. Celebrate
Word Study Topics	
<p>Unit 2 (week 4 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>	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

Unit 3 (2 weeks)*

- Phoneme segmentation
- Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck
- Spelling of ck at end of words
- Punctuation (question mark)
- Narrative story form: character, setting, main events
- Reading with accuracy and prosody
- Retelling with picture notes and visualization
- High frequency trick words: as, has, to, into, we, he, she, be, me, for, or
- Sample words: wish, chop, sock

Unit 4 (2 weeks)*

- Bonus letter spelling rule: ff, ll, ss and sometimes zz
- Glued sound: all
- Narrative story form: character, setting, main events
- Punctuation: exclamation point, quotation marks
- Reading with accuracy and prosody
- High frequency trick words: you, your, I, they, was, one, said
- Sample words: hill, puff, bill, miss, call

[Foundations 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 Foundations Program.

For additional sample words refer to the unit 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.

Evidence of Learning - Assessment

[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

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.

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<p>Fundations:</p> <ul style="list-style-type: none"> ● Fundations unit test ● High-frequency word lists <p>Reading:</p> <p>For a pre/post assessment of reading behaviors conduct an informal running record of each student. Pay attention to what students do when they encounter trouble in their reading:</p> <p><i>Do they notice when something is wrong in their reading and stop to fix the problem?</i></p> <p><i>What are they doing when they encounter trouble?</i></p> <p><i>Do they make attempts?</i></p> <p><i>Do they check their attempts?</i></p> <p><i>Do they make multiple attempts?</i></p> <p>What sources of information do they use?</p> <p><i>Do they use meaning, structure, and visual information equally, or do they lean more heavily on one information source?</i></p> <p><i>Do they recognize known words with automaticity in continuous text?</i></p> <p><i>Are there signs that they are self-monitoring (rereading, pausing, searching the page for clues)?</i></p> <p><i>Do they understand what they have read?</i></p> <p>Writing:</p> <ul style="list-style-type: none"> ● Information Writing On-Demand Performance Assessment Prompt* ● *This prompt states: “Tomorrow, you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about 	<p>Running Records (Checklist of Reading Behaviors)*</p> <p>WPM rate benchmark chart</p> <p>Information Writing Learning Progression*</p>	<ul style="list-style-type: none"> ● Fundations 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 Information Writing* ● Observations of small and whole group ● Student work: One or more student work samples for each writing session* ● Information Writing Checklist, Grade 1*

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

<p>that topic.” Please make sure to specify informational “how-to” text.</p> <ul style="list-style-type: none"> ● Information Writing Rubric* ● Information Writing Checklist, Grade 1* ● Information Learning Progression, PreK-6* ● Student Writing Samples, 1st Grade* 		
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The Reading and writing workshop model is a researched-based instructional model:</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> 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:</p> <ul style="list-style-type: none"> ● 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 <p>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.</p>		
Anchor Charts		
<p><i>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.</i></p>		
Reading	Writing	
<p>"How to Be a Word Detective" Color / B&W</p> <p>"Word Detectives Use Snap Words to Read" Color / B&W</p> <p>"Word Detectives Take an Even Closer Look!" Color / B&W</p> <p>"Good Habits for Solving Hard Words" Color / B&W</p>	<p>Gather anchor charts from kindergarten unit <i>How-To Books: Writing to Teach Others.</i></p> <p>How-To Writing Color / B&W</p> <p>Learning from a Mentor How-To Text Color / B&W</p> <p>Editing Checklist Color / B&W</p>	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

	Additional teacher created anchor charts may be necessary depending on students' learning needs.
Instructional Moves	
Taberski, Sharon D.; Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.	
Possible Student Challenges	Teacher Moves
Recording and writing procedures	<ol style="list-style-type: none"> 1. Demonstrate organizational strategies in one-to-one or small group setting. 2. Act out how-to procedures to include in writing. 3. Facilitate peer conversations to generate thoughts and ideas before writing them down. 4. Teach note-taking strategies during conversation to help students remember thoughts when it comes time to write procedures.
Revising by elaboration	<ol style="list-style-type: none"> 1. Have students read work to peers and receive feedback. 2. Teach students how to use tools such as post-it notes or find extra paper to add in additional details to a section of their writing. 3. Use what students can already do and model how to lift the level of their work by using explicitness, clarity, and sequence of procedures.
Reading with sufficient accuracy and fluency	<ol style="list-style-type: none"> 1. Develop student knowledge of sight words (trick words and Dolch words) to free up students to grapple with more difficult words and text concepts. Give students opportunities to read and write daily, highlight sight words in text, play sight word games, write sight words on whiteboards. 2. Read aloud and choral read with students to model swift, smooth reading of grade level appropriate text. Model fluent reading during read aloud and shared reading, conveying that fluent reading sounds like talking, scooping words together. Attend to how characters feel and act when reading, noting text cues such as exclamation points, question marks, quotation marks, bold words, larger/smaller print. 3. Provide audio books in the listening center for students to follow along with.

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

	<ol style="list-style-type: none"> 4. Develop a class anchor chart “Top Five Ways to Read with Expression” and have students illustrate it for later reference.
Know and apply grade-level phonics and word analysis skills in decoding words	<ol style="list-style-type: none"> 1. Provide voluminous opportunities to practice developing skills with fiction and nonfiction books, rhymes, songs and so on. 2. Develop the understanding that phonics will help read all favorite books on their own. Developing a comprehension lens is essential. 3. When using authentic texts to introduce a particular phonics element, teach from the whole to the parts. Begin a phonics lesson by appreciating the whole book and then move to the sentence, then from the sentence to the word, and then from the word to letter combinations and letters. 4. Recognize the power of knowing the 37 dependable rimes in helping students read accurately and automatically. Help students become familiar with spelling patterns in words enables them to move beyond seeing isolated words to seeing chunks of letter that make specific sounds. 5. Show students how to use phonics together with semantics and syntax 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 the sentence.
Mentor, Demonstration, Read-aloud, Shared Texts	
Reading	Writing
Demonstration Texts <i>*A Country Mouse and a Town Mouse</i> by Ruth Mattison <i>*Lost Socks</i> by Dawn McMillan Read-Aloud and Shared Reading Texts Poetry Leveled readers (E-G) Word Family readers	Demonstration Texts Pebbles Plus books: <i>How to Make Bubbles</i> by Lori Shores <i>How to Make a Bouncing Egg</i> by Lori Shores <i>How to Make Slime</i> by Lori Shores <i>How to Make a Liquid Rainbow</i> by Lori Shores <i>The Pumpkin Book</i> by Gail Gibbons (“How to Carve a

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

<p>High frequency word readers Fiction and Nonfiction texts <i>*The Birthday Boy</i> by Debbie Croft <i>Donovan’s Word Jar</i> by Monalisa DeGross <i>*Nate the Great (Book 1)</i> by Marjorie Weinman Sharmat</p> <p>Suggested Texts and Resources <i>Max’s Words</i> by Kate Banks <i>Take Away the A</i> by Michael Escoffier <i>The Boy Who Loved Words</i> by Roni Schotter <i>The Word Collector</i> by Sonja Wimmer <i>The Photo Book</i> by Beverly Randell <i>Tiger, Tiger</i> by Beverly Randell <i>*Wake Up, Dad!</i> by Beverly Randell (included in K trade pack)</p> <p>Fiction Series Young Cam Jansen series by David A. Adler Nate the Great series by Marjorie Weinman Sharmat The High-Rise Private Eyes series by Cynthia Rylant</p> <p>Resources for Teachers <i>A Guide to the Reading Workshop: Primary Grades</i> by Lucy Calkins <i>Building Good Reading Habits</i> by Lucy Calkins and Elizabeth Dunford Franco, from Units of Study for Teaching Reading (Grade 1, Unit 1) <i>Learning About the World</i> by Amanda Hartman, from Units of Study for Teaching Reading (Grade 1, Unit 2) <i>Readers Have Big Jobs to Do</i> by Elizabeth Dunford Franco, Havilah Jespersen, and Lindsay Barton from Units of Study for Teaching Reading (Grade 1, Unit 3) TCRWP Classroom Libraries, Grade 1 On-Level and Below Benchmark curated by Lucy Calkins, Molly Picardi, Katie Wears, and Colleagues <i>Words Their Way</i> by Donald R. Bear, Marcia R. Invernizzi, Shane Templeton, Francine Johnston</p>	<p>Pumpkin” page) <i>My First Soccer Game</i> by Alyssa Satin Capucilli (Kindergarten Mentor Text) <i>How to Be a Baby, by Me the Big Sister</i> by Sally Lloyd-Jones <i>How to Teach a Slug to Read</i> by Susan Pearson <i>101 Things to Make and Do</i> published by Parragon <i>How to Babysit a Grandpa</i> by Jean Reagan <i>How to Be a Ballerina</i> by Harriet Castor <i>Change It! Solids, Liquids, Gases and You</i> by Adrienne Mason <i>How a House Is Built</i> by Gail Gibbons <i>How to Lose All Your Friends</i> by Nancy Carlson <i>Let’s Cook!</i> by Backpack Books <i>My First Ballet Class</i> by Alyssa Satin Capucilli</p> <p>Suggested Texts and Resources Class created how-to text based on a shared experience Cookbooks Cookbooks for kids Craft books Instructions for toys, games, craft projects</p>
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and rereading Process the text Whole class book talk</p> <p>Read-Aloud process:</p>	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

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

Shared reading process:

Introduce the book and key concepts
 Cross-checking sources of information
 Word Study
 Fluency

Vocabulary

Tier 2 (Academic Vocabulary)

before and after
 detective
 elaborate
 mystery
 questioning
 strengthen
 tackle

Tier 3 (Domain Specific Vocabulary)

bonus letter
 consonant digraph
 quotation mark
 how-to text(s)

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

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

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 TechnologyWriting:

- 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 LearnersColorin ColoradoCT 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

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

- Build background knowledge

Interdisciplinary Connections

1st grade Next Generation Science topics:

Waves: Light and Sound

Structure, Function, and Information Processing

Space Systems: Patterns and Cycles

Consider opportunities for students to read and write on these topics

Make connections to foundational skills and writing topics when reading science texts.