

Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking, and Listening

Grade 1



Fairfield Public Schools Comprehensive Literacy Model

Grade 1 Language Arts Overview

Students in the Fairfield Public Schools are immersed in literacy through rich and varied experiences in reading, writing, speaking, listening, and viewing. Students access the curriculum through a variety of instructional practices including interactive, guided, and independent reading and writing, as well as oral, visual, and technological communication, phonics, spelling, and word study.

During the year, students will be given the opportunity to read, write, and listen to a variety of literary genres that promote deep thinking and understanding of topics, cultures, and people. Students receive explicit instruction and practice in the five areas recommended by the National Reading Panel, 2000 (comprehension, phonics, vocabulary, phonemic awareness, and fluency). Reading and writing are taught as reciprocal processes. Extended literary experiences ensure that students can understand and write in a variety of genres. Students will continually develop their ability to choose topics, plan, draft, revise, and edit their writing. The curriculum helps young writers continually expand their learning of craft, conventions, and the writing process in narrative, nonfiction, and poetry.

Word study encompasses multiple approaches to how words work. The sequence of lessons is built upon the Literacy Continuum (Fountas & Pinnell, 2007). The study of words enables students to develop automaticity and comprehension in reading and writing. This process allows them to grow in their ability to read, understand, and write more complex texts over time.

Grade 1 Language Arts Year at a Glance

Pacing Guide									
1 st Marking Period			2 nd Marking Period				3 rd Marking Period		
Launching the Year in Reading, Writing, and Word Study	Reading Pattern Books and Writing Small Moments	Using Print Strategies and Writing for Readers	Reading Fiction/Story Elements and Using Revision Strategies in Writing	Reading and Writing With Stamina (Reading Just-Right Books) and Writing Like a Mentor Author	Reading Nonfiction and Writing (How-To and All-About Books)	Studying Characters, Making Connections, and Writing Narrative Texts	Reading Poetry and Writing Poetry	Thinking Across Books and Writing For Many Purposes	Reflecting as Readers and Writers (Making Summer Plans for Literacy)

Reading Resources

FPS Units of Study for Reading Workshop
Mentor Texts (common texts used for modeling)

Writing and Word Study Resources

Units of Study in Primary Writing by L. Calkins (Heinemann)
Mastering the Mechanics Grades K-1 by L. Hoyt and T. Therriault
Month by Month Phonics by D. Hall and P. Cunningham
Phonics Lessons: Letters, Words, and How They Work by I. Fountas and G.S. Pinnell
FPS Word Study Units

Grade 1 Overview: Reading, Writing, and Word Study

Central Understandings	Essential Questions	Assessments
<p>Students comprehend and respond in literal, critical, and evaluative ways to various texts that are read, viewed, and heard.</p> <p>Students express, develop, and substantiate ideas and experiences through their own writing and artistic and technical presentations.</p> <p>Students will listen and speak to communicate ideas clearly.</p> <p>Standards</p> <ul style="list-style-type: none"> • Common Core State Standards 	<ul style="list-style-type: none"> • How do students learn the expectations and routines for reading and writing workshop as they form the habits of highly effective readers and writers? • How do readers use patterns, print strategies, and story elements to read accurately, fluently, and with comprehension? • How can readers choose just right books and read for longer periods of time? • How do readers make and share personal connections in order to understand the text? • What is the purpose of nonfiction and how do the key features help us to better understand the genre of nonfiction and how do writers use those features in order to compose a nonfiction text? • What features make poetry look and sound different from other genres we have studied? How do these features help build understanding of the poem? • How do readers think and talk across books in a meaningful way? • How do writers incorporate the elements of a fictional text (characters, setting, etc.) and small moments to improve their writing? • How does a deep study of a particular genre provide writers with strategies like editing and revising to improve their own writing? • How do students learn to compose their own poetic texts? • How does attending to sounds and letters help build more flexible readers and writers? • How do readers and writers transfer their understanding of how letters and words work to improve the fluency of their reading and writing? • How did I grow as a reader and a writer? What are my summer reading and writing plans? 	<p><u>Universal Assessments</u></p> <ul style="list-style-type: none"> • DRA2 • FPS Writing Samples • Spelling Inventory <p><u>Targeted Assessments</u></p> <ul style="list-style-type: none"> • Letter Identification • Concepts of Print • Core Reading Words • Core Writing Vocabulary • Sentence Dictation

Launching the Year in Reading, Writing, and Word Study

Unit Overview

Launching Reading and Writing units of study were developed to familiarize students and teachers with structures of learning as, “It is important to maintain a simple, predictable structure because it is the work students do that will be changing and complex” (Calkins, 2001, page 66). The goals of reading and writing classrooms are to create independent and responsible readers and writers who know how they function and understand they are the most vital and essential component of their community and classroom of learners. They become fully immersed in authentic reading, writing, and word study.

Launching these units is built upon the framework of practiced rituals and routines. These rituals and routines enable teachers and students to use class time productively. One important goal of this unit is to begin to create a classroom community of learners that supports students to learn and move about their classrooms with purpose. In the case of first graders, it is important for them to know what, how, where, and when things need to happen for both reading and writing. The structure of this unit is meant to be a positive, enjoyable, and an intense social experience that will support and empower students in the efficient, effective, and confident use of all classroom resources.

Reading Big Ideas

- View themselves as readers and members of a community of readers
- Use classroom rituals and routines to work independently and with others
- Recognize and internalize what good readers do
- Develop fluency and reading strategies for both decoding and comprehension
- Learn varied purposes for reading
- Share ideas when reading with partners and others
- Develop reading goals for the year
- Read independently for longer periods of time
- Use initial sounds as a reading strategy to problem solve
- Learn to use the alphabet reference chart in reading and writing

Writing Big Ideas

- View themselves as authors and members of a community of writers
- Tell, draw, and write (with adult guidance) the stories they have from their lives and from their diverse cultural experiences
- Understand how writers represent ideas through words
- Use classroom rituals and routines to work independently and with others for longer periods of time
- Develop strategies for hearing and recording sounds, hearing syllables, using known words, leaving spaces between words, and being risk-takers with spelling
- Practice common letter formation with a review of capital letters and fluent formation (review verbal paths)

Assessments and Progress Indicators

*DRA2 *FPS Fall Writing Sample *Spelling Inventory

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE Key Ideas and Details

CC.1.R.L.1 Ask and answer questions about key details in a text.

Integration of Knowledge and Ideas

CC.1.R.L.7 Use illustrations and details in a story to describe its characters,

WRITING STRAND:

Text Types and Purposes

CC.1.W.2 Write informative/explanatory texts which they name a topic, supply some facts about the topic and provide some sense of closure.

CC.1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what

setting, or events.

READING FOR INFORMATION

Key Ideas and Details

CC.1.R.I.1 Ask and answer questions about key details in a text.

Integration of Knowledge and Ideas

CC.1.R.I.7 Use the illustrations and details in a text to describe its key ideas.

FOUNDATIONAL SKILLS

Print Concepts

CC.1.R.F.1 Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

CC.1.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

CC.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.R.F.3.b Decode regularly spelled one-syllable words.

Fluency

CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

CC.1.W.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.

Research to Build and Present Knowledge

CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

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

CC.1.SL.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).

CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Presentation of Knowledge and Ideas

CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LANGUAGE STRAND:

Conventions of Standard English

CC.1.L.1.a Print all upper- and lowercase letters.

CC.1.L.2.a Capitalize dates and names of people.

CC.1.L.2.b Use end punctuation for sentences.

CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Reading Pattern Books, Writing Small Moments, and Word Study

Unit Overview

Using effective decoding and comprehension strategies is the focus of this second unit of study. Noticing text structure is an effective comprehension strategy for understanding how texts are organized. This understanding helps readers to think about the text, make predictions, and read with fluency. Small Moment lessons provide beginning readers and writers with explicit demonstrations about how to use strategies to make meaning of text when reading and writing.

First graders retell a sequence of personal events with precise detail and write so readers can follow those events. Lucy Calkins states, “What in fact matters most to a child’s later literacy are the opportunities children have to take the moments of their lives and spin them into stories... If our children are going to be at home with literacy, they need to read, write, and talk the language that creates new worlds” (*Small Moments: Personal Narrative Writing*, 2003, page IV).

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Continue to develop reading strategies for decoding and comprehension • Identify the pattern and when the pattern changes to support comprehension and overall meaning of the story • Provide text evidence to confirm the pattern of stories • Draw conclusions of topics (big ideas) in books • Share what they have learned in whole group, small group, partnerships, and individual work • Use meaning and visual information (initial and ending sounds, known word parts) to read unknown words 	<ul style="list-style-type: none"> • Tell, draw, and write personal stories • Discover and write a small moment story • Understand that planning for writing makes writing better • Stretch words to improve spelling and message • Use text features and illustrations in writing small moments • Learn strategies that writers use to revise and edit texts • Write in complete sentences and begin using transition words • Develop strategies for hearing and recording sounds (e.g., onsets and rimes, beginning and ending sounds, using known words, leaving spaces between words, and taking risks as a writer and speller) • Learn verbal path in handwriting for letters
<p>Assessments and Progress Indicators</p> <p>*Running/Reading Records *Writing Samples (Small Moment) *Reader Response</p>	

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE

Key Ideas and Details

CC.1.R.L.1 Ask and answer questions about key details in a text.

READING FOR INFORMATION

Key Ideas and Details

CC.1.R.I.1 Ask and answer questions about key details in a text

Craft and Structure

CC.1.R.I.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

WRITING STRAND:

Text Types and Purposes

CC.1.W.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.

Research to Build and Present Knowledge

CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC.1.R.I.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

Integration of Knowledge and Ideas

CC.1.R.I.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

CC.1.R.I.10 With prompting and support read informational texts appropriately complex for grade 1.

FOUNDATIONAL SKILLS

Phonological Awareness

CC.1.R.F.2.c Isolate and produce initial, medial vowel and final sounds (phonemes) including consonant blends.

CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

CC.1.R.F.3.b Decode regularly spelled one-syllable words.

CC.1.R.F.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Fluency

CC.1.R.F.4.a Read grade-level text with purpose and understanding.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

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

CC.1.SL.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).

CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Presentation of Knowledge and Ideas

CC.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.1.SL.6 Produce complete sentences when appropriate to task and situation.

LANGUAGE STRAND:

Conventions of Standard English

CC.1.L.1.d Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

CC.1.L.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).

CC.1.L.2.a Capitalize dates and names of people.

CC.1.L.2.b Use end punctuation for sentences.

CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Using Print Strategies, Writing for Readers, and Word Study

Unit Overview

Print is everywhere and the first grader is eager to learn how to navigate the world of print that surrounds him or her. The Print Strategies unit provides students with the tools to bring meaning to the print in books and the print in the world. The unit provides explicit teaching in strategies readers use when reading to develop deeper meaning and how to process various cues to handle unknown words in a text. They are working hard when they reread and listen to familiar text. The work of rereading is important; it helps build stamina and allows readers to work on deeper thinking within and across texts. Students will learn to practice these strategies in large and small groups.

In writing, first graders will learn the power of re-seeing and revising their stories through rereading, conversation, and consultation. Students will transfer these strategies to develop pieces of writing that use the elements of author's craft to support the writer's message.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Apply problem solving strategies as needed while reading • Use multiple cueing systems to read and understand (semantic, syntactic, and graphophonic) • Ask questions during reading to monitor comprehension • Check for meaning when rereading • Understand that reading is making meaning • Use schema to make predictions • Notice patterns in texts to predict • Learn how to write a reaction to your reading • Use knowledge of word parts to decode new words (e.g., at/cat) 	<ul style="list-style-type: none"> • Write fiction or nonfiction texts for an audience • Understand that stories have a beginning, middle, and end • Apply strategies that writers use to improve writing • Learn to revise your thinking during the writing process • Use ways to build upon ideas to write with greater stamina • Develop strategies for editing by reviewing punctuation, using spelling patterns, and being risk-takers with spelling • Develop understandings of how studying major phonograms, consonant clusters, blends, and medial vowel sounds improves our writing and reading • Practice learning high frequency words to develop fluent writing (handwriting) • Learn to use an editing checklist to improve writing

Assessments and Progress Indicators

*Running/Reading Records *Writing Sample (student choice) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Integration of Knowledge and Ideas

CC.1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events.

WRITING STRAND:

Text Types and Purposes

CC.1.W.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.

CC.1.W.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

<p>Range of Reading and Level of Text Complexity CC.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>READING FOR INFORMATION</p> <p>Key Ideas and Details CC.1.R.I.1 Ask and answer questions about key details in a text.</p> <p>Craft and Structure CC.1.R.I.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>FOUNDATIONAL SKILLS</p> <p>Print Concepts CC.1.R.F.1 Demonstrate understanding of the organization and basic features of print.</p> <p>Phonological Awareness CC.1.R.F.2.a Distinguish long from short vowel sounds in spoken single-syllable words. CC.1.R.F.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Phonics and Word Recognition CC.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs. CC.1.R.F.3.f Read words with inflectional endings.</p> <p>Fluency CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>sense of closure.</p> <p>Production and Distribution of Writing CC.1.W.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.</p> <p>Research to Build and Present Knowledge CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. CC.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Presentation of Knowledge and Ideas C.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English CC.1.L.1.b Use common, proper and possessive nouns. CC.1.L.1.c Use singular and plural nouns with matching verbs in basic sentences. CC.1.L.2.a Capitalize dates and names of people. CC.1.L.2.b Use end punctuation for sentences.</p> <p>Vocabulary Acquisition and Use CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

Reading Fiction/Story Elements, Using Revision Strategies in Writing, and Word Study

Unit Overview

Story helps define the human experience. Children, as with all people, have a strong desire to tell stories as well as hear them. Story, as a foundation of thinking, will resonate throughout children’s educational journey. First graders learn about the power of their stories and the stories of others, which enables them to fall into the world of literacy. They look closely at stories and story elements including characters, setting, etc.

First graders begin to learn how to independently experience the world of literacy through the stories they read, the stories they hear and the stories they write for readers. By learning about revision strategies they understand the elements of story and how to begin to develop their voice in writing.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> Identify and understand that stories have important elements (characters, setting, problem, solution) and organization (beginning, middle, and end) that will help readers retell their reading Notice and discuss narrative structures in stories Check for meaning when retelling Determine and analyze big idea/theme in a text Understand that retelling helps deepen comprehension Learn how to determine importance while reading Share stories with partners, small groups, and/or whole class 	<ul style="list-style-type: none"> Write with a consideration of the audience Identify parts of writing that need strengthening Add details to illustrations to strengthen stories Revise your thinking, reread, and use revision strategies to improve writing Use an editing checklist to improve writing conventions Learn how studying consonant clusters, digraphs, and long and short vowel sounds help us as readers, writers, and spellers Learn verbal path for less frequent but patterned letters in handwriting Learn how to edit for ending punctuation
Assessments and Progress Indicators *DRA2 *Reader Response *FPS Winter Writing Sample	

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE

Key Ideas and Details

CC.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.R.L.3 Describe characters, settings, and major events in a story, using key details.

Integration of Knowledge and Ideas

CC.1.R.L.7 Use illustrations and details in a story to describe its characters,

WRITING STRAND:

Text Types and Purposes

CC.1.W.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

CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to

setting, or events.

CC.1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

CC.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

FOUNDATIONAL SKILLS

Phonological Awareness

CC.1.R.F.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

CC.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

CC.1.R.F.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.

Fluency

CC.1.R.F.4.a Read grade-level text with purpose and understanding.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

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

CC.1.SL.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).

CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Presentation of Knowledge and Ideas

CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

strengthen writing as needed.

Research to Build and Present Knowledge

CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LANGUAGE STRAND:

Conventions of Standard English

CC.1.L.1.d Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

CC.1.L.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).

Reading and Writing With Stamina (Reading Just-Right Books), Writing Like a Mentor Author, and Word Study

Unit Overview

“Reading, studying, and learning about an author can be like making a new friend” (America’s Choice, 2007). In this unit, students look deeply across several works of one author. The best way to develop a rich literary life is to immerse students in literature. During reading, students hear, read, and discuss many works by the same author and learn to develop ideas about the author as a writer, while making connections to help them understand texts better. They engage in thinking strategies, such as predictions based on previous texts, comparing and contrasting, making judgments, and looking for recurring themes. They learn to make evaluative statements about an author and then use the text to support their ideas. Rereading books is a crucial part of an author study because it allows students to revisit texts for different purposes. The unit is also designed to help students understand the richness of rereading familiar texts by helping them see new things each time they reread.

During writing, students emulate different writing techniques observed in the author’s work. For example, students notice how the author introduces a story through character descriptions or how the author uses research to add interesting and authentic details to a piece. Once students learn to “let” an author mentor them in this scaffolded process, we hope they continue to mentor themselves, for they have learned to read like writers.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Employ strategies to read for extended periods of time with deep understanding • Read and apply a variety of reading strategies at point of difficulty to problem solve • Develop purpose and focus by using before, during, and after reading strategies • Monitor and cross check to improve comprehension • Connect ideas and thinking across texts for extended understanding • Analyze texts that are right for learning and thinking • Manipulate sounds in words to help read new words fluently • Understand how punctuation changes meaning 	<ul style="list-style-type: none"> • Employ strategies to improve writing • Understand that rereading one’s writing helps with adding on and revising • Learn what authors do to help us in our writing • Study words to make connections between known words and new words • Explore common phonograms, consonant clusters, consonant digraphs, and high frequency words to improve one’s writing • Use known words to spell unknown words • Learn less frequent letter formations with common verbal paths (handwriting)
<p>Assessments and Progress Indicators *Running/Reading Records *Writing Samples *Reader Response</p>	

Common Core Standards Emphasized During Unit

**READING STRAND:
 READING FOR LITERATURE
 Key Ideas and Details
 CC.1.R.L.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**WRITING STRAND:
 Text Types and Purposes
 CC.1.W.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

<p>Craft and Structure CC.1.R.L.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.</p> <p>Integration of Knowledge and Ideas CC.1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Range of Reading and Level of Text Complexity CC.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>FOUNDATIONAL SKILLS</p> <p>Phonological Awareness CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Phonics and Word Recognition CC.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). CC.1.R.F.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Fluency CC.1.R.F.4.a Read grade-level text with purpose and understanding.</p>	<p>sense of closure.</p> <p>Production and Distribution of Writing CC.1.W.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.</p> <p>Research to Build and Present Knowledge CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. CC.1.SL.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). CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Presentation of Knowledge and Ideas CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English CC.1.L.1.a Print all upper- and lowercase letters. CC.1.L.2.a Capitalize dates and names of people. CC.1.L.2.b Use end punctuation for sentences. CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

Reading Nonfiction, Writing Nonfiction (How-To and All-About Books), and Word Study

Unit Overview

Children in first grade delight in telling others how to do or make things. This unit capitalizes on children’s emerging awareness of what speakers or writers need to do to if they want to share procedures on how to do or make things. How-To texts are the most accessible form of nonfiction. Because of this accessibility, the lessons in this unit are designed to teach children specific language and strategies they need to read and write procedural texts. This unit provides an opportunity for teachers to continue to build cultural competency of the classroom community of learners. Children have many opportunities to learn about different procedures their classmates are familiar with that are unique to them, their families, and their cultures. How-To texts from students’ first languages can be incorporated into the unit by involving parents and other adults in the search for topics.

Most first graders are still learning to read simple books at this time of the year. Reading strategies students learned during the first months of first grade are strategies they need for this unit. How-To texts usually require readers to predict using the title and picture, understand the genre’s structure and features, know genre-specific vocabulary, read for sequence, and reread for clarity.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Compare and contrast fiction and nonfiction and develop an understanding of nonfiction text (real, true facts) • Study the different structures and features of nonfiction text to support comprehension • Determine main topic in nonfiction texts • Make connections across nonfiction texts • Make inferences in nonfiction to improve understanding of topics • Study nouns, pronouns, and inflectional endings to improve our comprehension 	<ul style="list-style-type: none"> • Compare and contrast fictional writing and nonfiction writing • Analyze structures that writers use in their writing • Incorporate features in writing and find research to help write one’s message • Understand how punctuation matters in nonfiction writing • Study how nouns, vowels, inflectional endings, and contractions improve our writing • Use the word wall as a reference to improve spelling in one’s writing • Link punctuation to improve author’s message (exclamation, interrogation, etc.)
<p>Assessments and Progress Indicators *Running/Reading Records *Writing Samples (How-To) *Reader Response</p>	

Common Core Standards Emphasized During Unit

**READING STRAND:
 READING FOR LITERATURE
 Craft and Structure**

CC.1.R.L.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.

**WRITING STRAND:
 Text Types and Purposes**

CC.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing

<p>READING FOR INFORMATION</p> <p>Key Ideas and Details</p> <p>CC.1.R.I.1 Ask and answer questions about key details in a text.</p> <p>CC.1.R.I.2 Identify the main topic and retell key details of a text.</p> <p>Craft and Structure</p> <p>CC.1.R.I.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>CC.1.R.I.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>CC.1.R.I.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>FOUNDATIONAL SKILLS</p> <p>Phonics and Word Recognition</p> <p>CC.1.R.F.3.c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>CC.1.R.F.3.f Read words with inflectional endings.</p> <p>Fluency</p> <p>CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CC.1.W.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.</p> <p>CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>CC.1.W.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).</p>
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CC.1.SL.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).</p> <p>CC.1.SL.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CC.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.1.SL.6 Produce complete sentences when appropriate to task and situation.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.1.L.1.b Use common, proper and possessive nouns.</p> <p>CC.1.L.1.c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>CC.1.L.2.a Capitalize dates and names of people.</p> <p>CC.1.L.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Vocabulary Acquisition and Use</p> <p>CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

Studying Characters, Making Connections, Writing Narrative Texts, and Word Study

Unit Overview

In first grade, our children meet many familiar characters across texts and series. Through looking at characters, students can make connections and notice character traits and patterns which will help them as they grow as writers of narrative texts. Since so many texts are driven by the strength of the character, students are well served to study how characters change within and across the stories they are reading and writing. These connections across texts and the study of author's craft enable students to develop deeper characters in their narrative writing. The writing unit also helps students learn more about story elements necessary to write a complete narrative piece. First graders are now learning more about revising and editing their work. Learning about how words work enables students to develop stronger editing skills in order to prepare their writing for sharing.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> Identify and distinguish between main and secondary characters Know and understand character traits Discuss characters in small and large group discussions Analyze how characters change within and across texts Examine how author's craft their writing Activate schema to develop understanding of text Question, react, and share thinking and opinions about authors, texts, and messages with partners and groups Connect ideas, characters, and thinking across texts Notice word parts such as consonant digraphs, compound words, and inflectional endings to improve fluency and comprehension 	<ul style="list-style-type: none"> Develop an understanding of characters to create stories Learn how to develop rich characters in one's writing Use planning strategies to develop one's writing Think about characters, settings, problems, and solutions when planning to write narratives Use editing strategies to improve one's writing Learn to revise after sharing one's writing with others Study consonant digraphs, inflectional endings, and compound words to expand one's writing and spelling Learn fluency in handwriting with legibility in letter and word boundaries
Assessments and Progress Indicators *Running/Reading Records *Writing Samples (Narrative) *Reader Response	

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.R.L.3 Describe characters, settings, and major events in a story, using key details.

CC.1.R.L.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

CC.1.R.L.7 Use illustrations and details in a story to describe its characters,

WRITING STRAND:

Text Types and Purposes

CC.1.W.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

CC.1.W.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.

<p>setting, or events.</p> <p>Range of Reading and Level of Text Complexity</p> <p>CC.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>FOUNDATIONAL SKILLS</p> <p>Phonological Awareness</p> <p>CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Phonics and Word Recognition</p> <p>CC.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>CC.1.R.F.3.c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>CC.1.R.F.3.f Read words with inflectional endings.</p> <p>Fluency</p> <p>CC.1.R.F.4.a Read grade-level text with purpose and understanding.</p>	
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CC.1.SL.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).</p> <p>CC.1.SL.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.1.L.2.a Capitalize dates and names of people.</p> <p>CC.1.L.2.b Use end punctuation for sentences.</p> <p>CC.1.L.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

Reading Poetry, Writing Poetry, and Word Study

Unit Overview

“In our fast-paced, instant everything world, we need poetry. Poetry helps children and adults to ponder, to observe, to ask questions...” (Harrison & Holderith, 2003). Poetry is meant to be read aloud. Students spend time daily during the unit listening to teachers read poems aloud, and then joining in for shared reading. This modeling helps promote fluency, comprehension, and most importantly, community.

During independent time, students explore a variety of poetry books and read and reread poems to develop fluency and expressiveness. This ongoing emphasis on the oral performance of poetry also develops students’ reading comprehension and ear for poetry. Teachers encourage students to develop their poets’ ears during writing so they can apply the tools of writers to develop their own voice in their writing. The poetry unit makes even stronger connections to word study as students look closely at word usage in reading and writing poetry.

Reading Big Ideas

- Study the characteristics and features of poetry to develop an understanding of the genre
- Learn to infer authors’ messages in poems
- Read poetry fluently with meaning and expression
- Visualize in order to improve understanding of an author’s message
- Connect to other ideas and texts in order to make poetry more meaningful
- Notice punctuation aids fluent reading

Writing Big Ideas

- Research how poets find ideas for writing poems
- Apply poetic tools and devices to create effective poems
- Understand how to revise and edit poems for message and fluency
- Write for many reasons and on many topics like poets
- Understand that known parts can help read new words
- Explore multiple consonant and vowel sounds, r-controlled vowels, and inflectional endings to help visual scanning while reading
- Edit writing for letter formation and legibility

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples (Poetry) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE

Key Ideas and Details

CC.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

CC.1.R.L.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.

WRITING STRAND:

Text Types and Purposes

CC.1.W.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

CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to

<p>Integration of Knowledge and Ideas CC.1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events. Range of Reading and Level of Text Complexity CC.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. FOUNDATIONAL SKILLS Phonological Awareness CC.1.R.F.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition CC.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). CC.1.R.F.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. CC.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. Fluency CC.1.R.F.4.a Read grade-level text with purpose and understanding.</p>	<p>strengthen writing as needed. Research to Build and Present Knowledge CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>SPEAKING AND LISTENING STRAND: Comprehension and Collaboration CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. CC.1.SL.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). CC.1.SL.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Presentation of Knowledge and Ideas CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>LANGUAGE STRAND: Conventions of Standard English CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Vocabulary Acquisition and Use CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

Thinking Across Books, Writing For Many Purposes, and Word Study

Unit Overview

Our students are trying on many hats as a writer. They have spent time learning how to write fiction, nonfiction, and poetry. They now begin to make connections across books and genres. Readers understand common story types and that central messages or themes appear in many stories and texts. Readers use what they notice in texts they read to write across multiple genres. They are exposed to a variety of ways to use writing to communicate, to inform, and to share an opinion.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Draw a conclusion and use text evidence to support thinking • Activate schema to support comprehension • Identify topics (big ideas) of texts read • Compare and contrast themes across texts and authors to deepen understanding • Distinguish between fiction and nonfiction texts • Ask questions and draw conclusions about text • Share what they have learned in whole group, small group, partnerships, and individual work • Use various word solving actions (cross-checking meaning and visual information, variant consonant sounds, r-controlled sounds, etc.) 	<ul style="list-style-type: none"> • Write in a variety of genres • Select appropriate genre depending on purpose and audience • Apply appropriate features, techniques, and tools to get one’s message across • Revise and edit texts • Share ideas with partners to improve one’s writing • Understand how contractions, compound words, and homographs grow writing vocabulary • Explore how syllables, silent letters, and words in detail improve author’s message • Continue fluent practice of handwriting with emphasis on tricky letters
Assessments and Progress Indicators *Running/Reading Records *Writing Samples *Reader Response	

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.1.R.L.1 Ask and answer questions about key details in a text.

CC.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

CC.1.R.L.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.

Integration of Knowledge and Ideas

CC.1.R.L.7 Use illustrations and details in a story to describe the characters, setting, or events.

CC.1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.

WRITING STRAND:

Text Types and Purposes

CC.1.W.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

CC.1.W.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.

Research to Build and Present Knowledge

CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<p>Range of Reading and Level of Text Complexity CC.1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>READING FOR INFORMATION</p> <p>Key Ideas and Details</p> <p>CC.1.R.I.1 Ask and answer questions about key details in a text. CC.1.R.I.2 Identify the main topic and retell key details of a text. CC.1.R.I.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>CC.1.R.I.7 Use the illustrations and details in a text to describe its key details. CC.1.R.I.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity CC.1.R.I.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>FOUNDATIONAL SKILLS</p> <p>Phonological Awareness</p> <p>CC.1.R.F.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Phonics and Word Recognition</p> <p>CC.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.R.F.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). CC.1.R.F.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Fluency</p> <p>CC.1.R.F.4.a Read grade-level text with purpose and understanding.</p>	
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. CC.1.SL.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase. CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

Reflecting as Readers and Writers (Making Summer Plans for Literacy) and Word Study

Unit Overview

The end of the year approaches and we have shown our students the value of a literate life as they progressed across grade one. If teachers speak with students about expectations for continuing their strong immersion in reading and writing, then they are more likely to pursue a summer of independent reading and writing.

Continuing to read and write across the summer enables children to continue to bloom in literacy. Setting a reading plan and a special writer's notebook will set the course for a summer of growth and discovery. This unit enables students to develop a plan for returning to school with a legacy of reading and a wealth of topics worth writing about in the fall.

Reading Big Ideas

- Review strategies for decoding, fluency, and comprehension
- Reflect on the reading work and goals achieved this year
- Develop plans for the summer as a reader
- Reflect on favorite books, favorite genres, strategies learned, struggles, and successes
- Learn how to share important texts through book talks and retellings
- Understand how readers continue to grow outside of school
- Develop strong habits for reading on your own
- Review strategies for problem solving while reading

Writing Big Ideas

- Review strategies for planning, drafting, revising, editing, and publishing
- Reflect on the writing work and goals achieved this year and how one's writing has grown and changed across the year
- Develop goals for the summer as a writer
- Reflect on favorite written texts, favorite writing study, struggles, and successes
- Reflect on how spelling and writing skills have improved
- Review strategies for problem solving during writing

Assessments and Progress Indicators

*DRA2 *FPS Spring Writing Sample *Spelling Inventory

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

READING FOR INFORMATION

Key Ideas and Details

CC.1.R.I.1 Ask and answer questions about key details in a text

FOUNDATIONAL SKILLS

Phonics and Word Recognition

WRITING STRAND:

Text Types and Purposes

CC.1.W.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

CC.1.W.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.

<p>CC.1.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Fluency</p> <p>CC.1.R.F.4.a Read grade-level text with purpose and understanding.</p>	<p>Research to Build and Present Knowledge</p> <p>CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CC.1.SL.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).</p> <p>CC.1.SL.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>CC.1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>