



PISCATAWAY TOWNSHIP SCHOOLS

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Grade 1 English Language Arts

Content Area: Readers Workshop

Grade Span: Grade 1

Revised by:

Presented by:

Approval date: August 12, 2021

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COURSE OVERVIEW

Description		
<p>Teachers College Reading and Writing Project is a research based curriculum that is aligned with the Common Core State Standards. It is a workshop model which allows teachers to meet standards and provide students the time and support they need to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals.</p>		
Goals		
<p>The goal of workshop is to prepare students for any reading and writing task they may face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors. Students will reach these goals while working with titles that support the Holocaust/Amistad/LGBTQ Crosswalk.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Building Good Reading Habits	18 sessions
Stand-Alone Book	Word Detectives Use All They Know to Solve Words	18 sessions
Unit 2	Learning About the World: Reading Nonfiction	17 sessions
If...Then...Unit	Readers Get to Know Characters by Performing Their Books	approx. 18 sessions
Unit 3	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension	18 sessions
Unit 4	Meeting Characters and Learning Lessons: A Study of Story Elements	18 sessions
Resources		
<p>Core Text: <i>The Reading and Writing Units of Study</i> by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project</p>		
<p>Suggested Resources: Grade-level reading units and mentor texts, User guides, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website</p>		
<p>Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:</p> <ul style="list-style-type: none"> • <i>The Name Jar</i> by Yangsook Choi • <i>The Day You Begin</i> by Jacqueline Woodson • <i>I'm Gonna Push Through</i> by Jasmine Wright • <i>Families Like Mine</i> by Marie-Therese Miller • <i>Say Something</i> by Peter H. Reynolds 		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
Teachers College Reading and Writing Project is a research based curriculum that supports the students' individual needs in becoming independent readers and writers.	
New Jersey Student Learning Standards	
NJSLS – Reading, Writing, Speaking and Listening, Language (key standards)	
Standard: Reading	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. A. Distinguish long from short vowel sounds in spoken single-syllable words.

	<ul style="list-style-type: none"> B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard: Speaking and Listening	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
SL.1.3	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
SL.1.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation.</p>
Standard: Language	
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Print all upper- and lowercase letters. B. Use common, proper, and possessive nouns. C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).

	<p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
L.1.6	<p>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., <i>because</i>).</p>

UNIT 1: Building Good Reading Habits

Summary and Rationale

Building Good Reading Habits is a tried-and-true unit that has launched the first grade reading workshop for years. Launching the year is always a challenge because you are balancing the work you need to do to help foster a welcoming classroom community as students get to know one another, along with teaching important routines and expectations for the start of a new school year. Remember, it may be the start of a new school year, but your kids will already know a lot about readers and about reading workshop. This unit positions students as readers who already have good habits—things they do without needing any reminders—and your first string of lessons reminds them of many of these reading habits, holding them accountable for transferring all they have learned from kindergarten. This unit, like many others in the series, is organized into three bends.

Recommended Pacing

Bend I: Habits for Reading Long and Strong

The goal of this bend is to remind readers to call on familiar habits at the beginning, in the middle, and at the end of a book. (7 sessions)

Bend II: Habits for Tackling Even the Hardest Words

The goal of this bend is to rally readers to draw on all that they know in order to work hard to solve tricky words. (7 sessions)

Bend III: Partners Have Good Habits, Too!

The goal of this bend is to channel readers to draw on their growing repertoire of ways to read with partners. (4 sessions)

New Jersey Student Learning Standards

Standard: Reading

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Read words with inflectional endings. D. Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard: Speaking and Listening	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
SL.1.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation.</p>
Standard: Language	
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

	C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> • Readers use strategies to figure out vocabulary. • Readers build stamina and as a result increase their reading skills and abilities.
Unit Essential Questions
<ul style="list-style-type: none"> • How do I figure out new words? • How do I become a better reader? • How can a reading partner help my own reading?
Objectives
<p>Students will know habits for reading long and strong, habits for tackling hard words and that partners have good habits too.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • take a sneak peek to get ready to read. • do <i>something</i> at the end of a book. • get stronger by reading more and more. • set goals to read all day long. • reread to make their reading voices smoother. • track with their eyes and scoop up more words. • see more when they reread. • sneak a peek at the pictures to figure out the words. • drop bad habits and pick up good habits. • look at all parts of the word. • use meaning to figure out words. • double check their reading. • try, try again. • try vowels two ways. • introduce books to each other.

- help their partners.
- do *something* at the end of a book with a partner.
- celebrate and set new goals.

Resources

Core Text:

- Unit 1: *Building Good Reading Habits*

Core Mentor Texts:

- *Ollie the Stomper* by Olivier Dunrea
- *Gossie & Gertie* by Olivier Dunrea
- *Kazam's Bird* by Amy Erlich
- *Ish* by Peter Reynolds

Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:

- *The Day You Begin* by Jacqueline Woodson

Suggested Resources:

Anchor Charts:

- Readers Build Good Habits
- Good Habits for Solving Hard Words
- Reading Partners Work Together

Read Aloud Post It Notes

- *Ish* by Peter H. Reynolds

STAND-ALONE BOOK: Word Detectives Use All They Know to Solve Words

Summary and Rationale

Word Detectives is devoted to strengthening children’s decoding skills and adding to readers’ high frequency word banks. During this foundational unit, as the bulk of your class moves into reading books at levels E, F, G, with new and challenging words at the turn of every page, you’ll support children in solving hard words in a way that feels playful and exciting! You’ll turn to your students and say, “Let’s play Word Detectives!” The unit is organized into three parts.

Recommended Pacing

Bend I: Word Detectives in Training

The goal of this bend is to rally students to take become word detectives, being alert for difficult words, using what they know to solve words and checking their attempts. (5 sessions)

Bend II: Word Detectives Tap into the Power of Snap Words

The goal of this bend is for students to officially become word detectives, drawing on prior knowledge, increasing their bank of high frequency words, and using known words to help figure out unknown words. (5 sessions)

Bend III: Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read

The goal of this bend is for students to focus on ways that readers look closely at words and use visual information effectively. (8 sessions)

New Jersey Student Learning Standards

Standard: Reading

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RF 1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF 1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

RF 1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
RF 1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard: Speaking and Listening	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
SL.1.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation.</p>
Standard: Language	
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Print all upper- and lowercase letters. B. Use common, proper, and possessive nouns. C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize dates and names of people.

	<p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>
L.1.6	<p>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., <i>because</i>).</p>

Instructional Focus

Unit Enduring Understandings

- Vocabulary is a key to reading comprehension.
- Readers learn strategies and tools to help them with vocabulary understanding.

Unit Essential Questions

- Why is vocabulary important?
- How do I improve my own vocabulary?

Objectives

Students will know how to be a word detective, word detectives tap into their power of snap words, and word detectives use knowledge of letters, sounds, and words to read.

Students will be able to:

- be on the lookout for tricky words.
- look closely at words.
- use everything they know to solve tricky words.
- check their words slowly.
- investigate what makes a good reading partner.
- read words in a snap.
- use snap words as clues to think about what makes sense.
- solve mystery words by thinking of similar snap words.

- turn new words into snap words.
- scoop up words to make their reading sound smooth.
- break words into parts.
- pay special attention to the beginning of words.
- watch out for endings.
- not let vowels trip them up.
- use word parts that they know to read new words.
- watch out for unusual words.
- smooth out their reading and show off their word detective skills

Resources

Core Texts:

- Stand-Alone Book: *Word Detectives Use All They Know to Solve Words*

Core Mentor Texts:

- *A Country Mouse and a Town Mole* by Ruth Mattison
- *Lost Socks* by Dawn McMillan
- *Nate the Great* by Marjorie Weinman Sharmat

Suggested Resources:

Anchor Charts:

- How to Be a Word Detective
- Word Detectives Use Snap Words to Read
- Word Detectives Take an Even Closer Look

Read Aloud Post It Notes

- *Nate the Great* by Marjorie Weinman Sharmat

UNIT 2: Learning About the World: Reading Nonfiction

Summary and Rationale	
<p><i>Learning About the World</i> is a very accessible unit for kids reading at any level. In this unit, kids will push themselves to “get super smart about nonfiction topics”, learning ways to deepen their comprehension and improve their fluency while reading information books. A unit geared toward reading nonfiction is a great way to engage readers and help build stamina and volume in the first half of the year. Kids who struggle to develop strong reading identities will often latch onto the idea of reading to learn. This unit also supports the reading habits and foundational readings skills readers have been developing across the first two units, Building Good Reading Habits and Word Detectives.</p>	
Recommended Pacing	
<p>Bend I: Getting Smart on Nonfiction Topics The goal of this bend is to rally students to learn all that they can from their books while also teaching comprehension strategies. (6 sessions)</p> <p>Bend II: Tackling Super Hard Words in Order to Keep Learning The goal of this bend is to build emphasis on comprehension and basic reading processes, but puts a spotlight on vocabulary. This bend helps readers develop good habits for decoding unfamiliar words and for working to understand new vocabulary. (6 sessions)</p> <p>Bend III: Reading Aloud Like Experts The goal of this bend is for students to build fluency and study craft, teaching students how to revisit their texts to reread in smoother voices, to sound like experts, and to notice craft moves authors make that they also can make and discuss. (6 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RF.1.2	<p>Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-

	<p>syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p>
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>D. Read grade-level text with purpose and understanding.</p> <p>E. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Standard: Speaking and Listening	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
SL.1.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
SL.1.3	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
SL.1.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation.</p>
Standard: Language	
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home;</p>

	<p>Today I walk home; Tomorrow I will walk home).</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>
L.1.6	<p>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., <i>because</i>).</p>

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> • Good readers understand that nonfiction texts have a variety of structures and intentions. • Good readers develop specific skills to comprehend nonfiction text.
Unit Essential Questions
<ul style="list-style-type: none"> • How is nonfiction different from other types of reading? • How should I approach nonfiction in order to better comprehend it?
Objectives

Students will know how to get super smart about nonfiction topics, how to tackle super hard words in to order to keep learning, and how to read aloud like experts.

Students will be able to:

- learn about a nonfiction topic even *before* they start reading.
- study one page to learn as much as they can about a topic.
- learn more by chatting about what’s happening.
- reread to make sure they understand their books.
- work on fluency including stress and intonation.
- talk about books to celebrate their learning.
- use everything they know to figure out hard words.
- crash word parts together to solve the whole word.
- check that the words they read look right and make sense.
- learn new words as they read.
- find and think about key words.
- reread a page to find the just-right sound.
- find interesting things to share.
- read with feeling, read like a writer.
- plan to talk and think about key words.
- use drama to bring reading to life.
- celebrate reading to learn about the world.

Resources

Core Text:

- Unit 2: *Learning About the World: Reading Nonfiction*

Core Mentor Texts:

- *Hang On, Monkey!* by Susan B. Neuman
- *I Want to Be a Doctor* by Dan Leibman
- *Owls* by Mary R. Dunn
- *Super Storms* by Seymour Simon

Suggested Resources:

Anchor Charts:

- How to Get Super Smart About Nonfiction Topics
- How to Read Like an Expert
- Building Good Reading Habits
- Reading Partners Work Together
- Good Habits for Solving Hard Words

Read Aloud Post It Notes

- *Super Storms* by Seymour Simon

IF...THEN...Unit: Readers Get to Know Characters by Performing Their Books

Summary and Rationale	
<p>In <i>Readers Get to Know Characters by Performing Their Books</i>, students will be reading stories and practicing strategies that help them to comprehend those stories and read them in a fluent and expressive way. This isn't just a unit about characters, it's also about setting and story events. Together, these story elements will help readers understand what's happening and the characters more deeply. In this unit, you'll focus much more on the work of dramatizing to support fluency and reading expression, and in turn comprehension.</p>	
Recommended Pacing	
<p>Bend I: Readers Have Ways to Get to Know a Character The goal of this bend is to teach students strategies to get to know a character well and to describe what the character does in a story. (approximately 8 sessions)</p> <p>Bend II: Partners Pretend They Are Characters and Perform Books in Clubs to Become Character Experts The goal of this bend is to think and talk more about characters in partnerships, making inferences and growing ideas about them as student's role play and act out parts of their books, using what they know about each character to infer what they might think and say beyond the pages of the text. (approximately 5 sessions)</p> <p>Bend III: Giving the Gift of Reading The goal of this bend is to give each other and an audience the gift of reading by preparing a text to perform. (approximately 5 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL 1.1	Ask and answer questions about key details in a text.
RL 1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL 1.3	Describe characters, settings, and major events in a story, using key details.
RL 1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RF. K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding.

	B. Read grade level text for purpose and understanding.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. D. Read grade-level text with purpose and understanding. E. Read grade-level text orally with accuracy, appropriate rate, and expression. F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard: Speaking and Listening	
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	Produce complete sentences when appropriate to task and situation.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Characters are like people – they have traits, they change, they teach lessons by example. • Performing a story can deepen understanding of a story. 	

Unit Essential Questions

- What is a character in a story? How are characters like people?
- How can I best visualize a story?

Objectives

Students will know readers have ways to get to know a character, partners can pretend they are characters and perform books in clubs to become character experts and that reading is a gift.

Students will be able to:

- take a sneak peek to get to know the characters.
- think about what is happening across more than one page.
- role play their character.
- look at the pictures and words to learn about the character(s).
- stop and think about the setting.
- retell.
- notice character's facial expressions.
- figure out what characters are thinking / saying.
- match their voice to the character's feeling.
- act out narrator/character parts.
- work in book clubs to get to know characters better.
- use their voice to bring stories to life.
- act out books.
- give the gift of reading.
- decide on club goals.
- reread to fix mess ups.
- make decisions about their book performances.
- act out scenes beyond the pages.

Resources

Core Text:

- If...Then...Unit Book: *Readers Get to Know Their Characters by Performing Their Books*

Core Mentor Texts:

- *Lily's Purple Plastic Purse* by Kevin Henkes
- *Junie B. Jones* (series)

Suggested Resources:

Anchor Charts:

- Readers Get to Know Their Characters
- Partners Talk About Characters
- Use Your Voice to Bring Stories to Life

UNIT 3: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension

Summary and Rationale	
<p><i>Readers Have Big Jobs to Do</i> is a critical unit for first grade as it builds on Word Detectives and continues to build the foundational skills that are so important for early readers. First grade readers tend to grow by leaps and bounds at this time of year and keeping track of where they are is crucial for getting the most out of this unit. This unit supports students who are moving into H/I/J/K but will also provide plenty of appropriate support for your readers below benchmark.</p>	
Recommended Pacing	
<p>Bend I: Readers Have Important Jobs to Do The goal of this bend is to support more than just word solving, it helps kids learn to monitor themselves as they read, and to search, attempt and check to solve problems. (5 sessions)</p>	
<p>Bend II: Readers Add New Tools to Read Hard Words The goal of this bend is to focus on strategies for solving words and fill their toolkits with new strategies to support them with more complex word solving. (6 sessions)</p>	
<p>Bend III: Readers Use Tools to <i>Understand</i> Their Books The goal of this bend is comprehension, making sure that we don't only channel kids to only pay attention to solving and saying words. (4 sessions)</p>	
<p>Bend IV: Readers Use Everything They Know to Get the Job Done The goal of this bend is fluency. (3 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RI.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RF.1.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.* D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard: Speaking and Listening	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
SL.1.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation.</p>

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Readers develop reading fluency through reading more and developing strategies to increase fluency. • As they get better at reading fluency, readers begin to develop reading comprehension skills. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do I improve my reading fluency? • How can I get better at reading comprehension? 	
Objectives	

Students will know readers have important jobs to do, that readers add tools to read hard words, readers use tools to understand their books, and readers use everything they know to get the job done.

Students will be able to:

- stop at the first sign of trouble and try something.
- use *everything* they know to solve a word.
- self-monitor their reading.
- make a reading plan.
- get help when they need it.
- think about the story to problem solve words.
- think about what kind of word would fit.
- slow down to break up long words.
- use what they know to solve words they don't know.
- try sounds many ways to figure out words.
- use sight words to read fluently.
- reread books to understand books.
- make mind movies to picture what's happening.
- keep track of who's talking as they read.
- *understand* words.
- use everything they know to get the job done quickly.
- make their reading sound great.
- work together to make their reading sound it's very best.

Resources

Core Text:

- Unit 3: *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension*

Core Mentor Texts:

- *The Dinosaur Chase* by Hugh Price
- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky
- *Tumbleweed Stew* by Susan Stevens Crummel
- *Frog and Toad Are Friends* by Arnold Lobel

Suggested Resources:

Anchor Charts:

- Be the Boss of Your Reading!
- Good Habits for Solving Hard Words
- Reading Partners Work Together
- Tools for Solving and Checking Hard Words
- Tools for Understanding Our Books

Read Aloud Post It Notes

- *Frog and Toad Are Friends* by Arnold Lobel

UNIT 4: Meeting Characters and Learning Lessons: A Study of Story Elements

Summary and Rationale

You might think about *Meeting Characters and Learning Lessons* less as a unit on character, and more as a unit on story. That is to say, in this unit, you're helping readers get to know the story well—to understand it, to retell it, and to talk about it. Your aim is to support children's reading comprehension, starting with helping students build a strong literal understanding of the story. Then, you'll layer on inferential thinking work to push readers toward growing ideas about the characters and the lessons learned.

Recommended Pacing

Bend I: Going on Reading Adventures

The goal of this bend is to highlight the story elements of setting and plot, while supporting readers in building a literal understanding of the story. You'll help readers build meaning before, during, and after reading. (5 sessions)

Bend II: Studying Characters in Books

The goal of this bend is to focus on learning about the characters through inferential work centered on growing ideas about how characters feel and how (and why) those feelings change across the story. (7 sessions)

Bend III: Learning Important Lessons

The goal of this bend is the lessons characters learn, and the larger lessons readers can carry with them. (4 sessions)

Bend IV: Growing Opinions About Books

The goal of this bend is celebrating the work readers did to discover the lessons in their books. (2 sessions)

New Jersey Student Learning Standards

Standard: Reading

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> E. Distinguish long from short vowel sounds in spoken single-syllable words. F. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. G. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. H. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> F. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). G. Decode regularly spelled one-syllable words.

	<p>H. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>I. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>J. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Standard: Speaking and Listening	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
SL.1.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
SL.1.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation.</p>
Standard: Language	
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Stories have plots, characters, and themes (lessons). • Good readers develop theories and opinions about what they read. 	

Unit Essential Questions

- What are the key elements of stories?
- How and why do characters do what they do and change?

Objectives

Students will know about reading adventures, characters in books, important lessons books teach, and how to form opinions about books.

Students will be able to:

- take a sneak peek before reading.
- use the storyline to predict.
- retell to retain the story.
- revisit books to notice more.
- reread to notice pages that go together.
- learn more about the character.
- notice characters' relationships.
- reread to learn more about characters.
- become the character.
- change their reading voices to match the character's.
- use clues to help know *how* to read a story.
- reread to smooth out their voices and show big feelings.
- discover the lessons familiar stories teach.
- keep life lessons in mind.
- make comparisons.
- group books by the lessons they teach.
- share their opinions about books.
- rehearse what they will say.

Resources

Core Text:

- Unit 4: *Meeting Characters and Learning Lessons: A Study of Story Elements*

Core Mentor Text:

- *Iris and Walter and the Field Trip* by Elissa Haden Guest
- *Mr. Putter and Tabby Drop the Ball* by Cynthia Rylant
- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee

Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:

- *The Name Jar* by Yangsook Choi

Suggested Resources:

Anchor Charts:

- Off We Go! Readers Go On Adventures!
- Partners Share Their Reading Adventures
- Readers Meet Characters Along the Way
- Readers Learn Lessons

Read Aloud Post It Notes

- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee