Grade 1

Reading Curriculum

Oradell Public School District

Oradell, NJ

2024

The Grade 1 Reading Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both

the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent
Michelle Hawley, Principal

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).
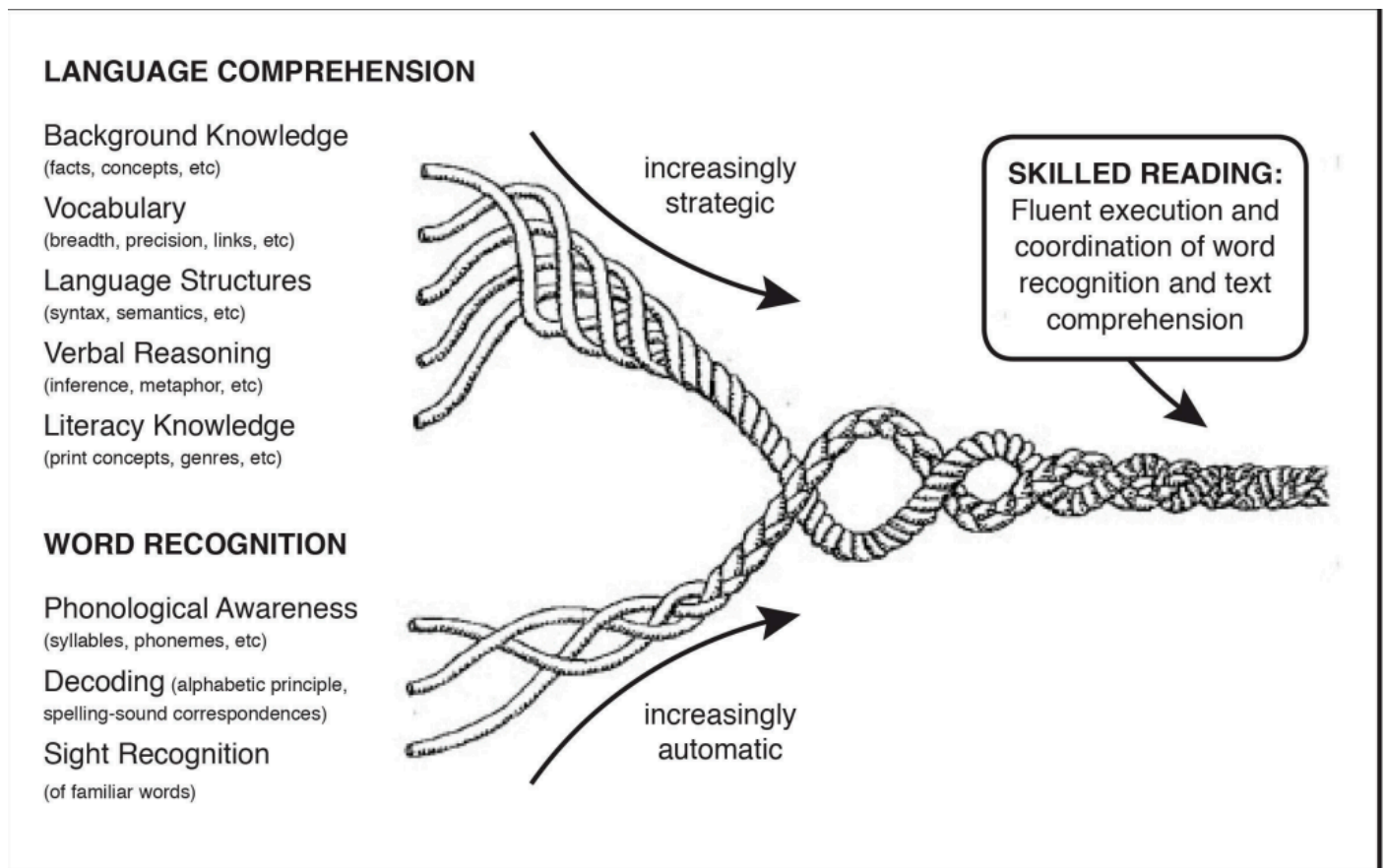
Reading Workshop

What is Reading Workshop?
Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson
Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the mini lesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud
At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

Interactive Read-Aloud

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Independent Reading and Book Clubs

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process.Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini lesson that is grounded in a clear teaching point. After the mini lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Mini Lesson

Writing workshop begins with a mini lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and
small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓣ is the symbol for Teaching Point. Ⓖ is the symbol for Instructional Goal.
© 2005 by Carl Anderson from *Assessing Writers*. Heinemann, Portsmouth, NH.

14   Strategic Writing Conferences: Teacher's Guide

Writing Strategy Groups
Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing
This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between <u>revising</u> and <u>editing</u>?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

<u>Word Study</u>

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonological and Phonemic Awareness for Kindergarten and Grade 1

Heggerty Phonological and Phonemic Awareness

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

Phonics Resource for Primary Grades

Oradell Public School is implementing the Wilson Fundations program in our K-3 classrooms.Teachers will use the Fundations materials during their literacy block to build students' phonics/vocabulary skills. Through Fundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a grammar skills continuum created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest or learning profile:
1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8.* Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres.* Portsmouth, NH: Heinemann.

McGee, Patti (2020). Grammar Study: Micro-Workshop.New Rochelle, NY:Benchmark Education Company

Serravallo, J. (2023). The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades.* ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

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Suggested Pacing Guide for Reading & Writing Units
Grade 1

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - November	Building Our Reading Habits	Writing Our Hearts Out	
2	November - December	Exploring Nonfiction	Expertise Books	
3	January - March	Reading to Understand	Reviews	
4	April - June	Studying Characters and Their Stories	Personal Narratives Research Clubs	

Grade 1 Reading

Unit 1: Building Our Reading Habits (September - November)
Unit Overview
In this unit, students will revisit all the strategies learned in kindergarten that help them become avid readers with the ultimate goal for students to become active problem solvers while reading more challenging books. They will spend some time learning the procedures needed to read independently and build upon the habits of discussion to engage in productive and meaningful conversations about books with their peers. Students will learn to set goals and build stamina. In addition to using what they already know about letters, sounds, patterns, and trick words to decode new words, students will learn how to visualize, predict, and monitor for understanding as well as be introduced to the concept of fluency.
Standards Addressed in this Unit
Language Domain: Foundation Skills Reading

Print Concepts
L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize and understand the role of the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness
L.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).
Phonics and Word Recognition
L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
    A.   Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
    B.   Decode regularly spelled one-syllable words.

Fluency

L.RF.1.4. 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.

Language Domain: Foundations Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
    A. Write the upper and lowercase alphabets from memory.
    B. Write a common grapheme (letter or letter group) for each phoneme.
    C. Orally segment the phonemes in any single syllable, spoken word.
    D. Recognize that each syllable is organized around a vowel sound.
L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
    A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
    B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading Domain
RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
Writing Domain
W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

    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.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Computer Science and Design Thinking

8.1.2.DA.3: Identify and describe patterns in data visualizations.

- Setting goals and tracking data on bar graph to monitor reading goals

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections
Social Studies 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. **Comprehensive Health and Physical Education** 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.   ● During partner work when reading

Assessment	
Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II
Possible Ongoing Assessments	● Conferring Notes: daily observation of students' participation and conversation with partners ● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading) ● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading) ● Heggerty Progress Monitoring/ Benchmark Assessments ● Fundations Unit Assessments

Materials/Resources	
Suggested Read Aloud Texts	**Additional Resources**
Texts for Teaching Points	Decodable Poems Heggerty Phonemic Awareness: Lessons 1-7 L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds

How to Read a Story by Kate Messner *How to Teach a Slug to Read* by Susan Pearson *Reading Makes You Feel Good* by Todd Parr **Read Aloud Texts for Comprehension** *The Sandwich Swap* by Kelly DiPucchio and Queen Rania *What Do You Do With a Tail Like This?* by Steve Jenkins *Earth: My First 4.54 Billion Years* by Stacy McAnulty *Stand Tall, Molly Lou Melon* by Patty Lovell *The Name Jar* by Yangsook Choi *Interrupting Chicken* by David Ezra Stein	(phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [Heggerty Grade One Scope and Sequence](#) Fundations: Unit 1 Weeks 1-3, Unit 2 Weeks 1-2, Unit 3 Weeks 1-2, Unit 4 Week 1 [Fundations Trick Words](#) [Fry Frequency Word Lists](#)- First 100 words on the Fry list and 84% of the first 100 words on the [American Heritage word frequency list](#) *[Wilson Fundations Scope and Sequence](#)* [Teaching Trick Word Expert Tips](#) [UFLI Foundations Toolbox](#)

<table>
<tr><td colspan="2" style="background:#FADA5E">Module 1: Fine-Tuning Our Reading
Refer to Goal 3: Accuracy and Goal 4: Fluency in The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers by Serravallo, J. (2023) to support this module.</td></tr>
<tr><td>Learning Goal/Objective

We are learning to/that . . .</td><td>Suggested Learning Activities

. . . by engaging in this task</td></tr>
<tr><td>WALT readers are a part of a bigger community</td><td>by
reading and discussing How to Read a Story by Kate Messner
reading and discussing How to Teach a Slug to Read by Susan Pearson
reading and discussing Reading Makes You Feel Good by Todd Parr</td></tr>
</table>

	● establishing classroom routines during our reading time. ● practicing what readers do during workshop time. ● discussing how to handle unexpected situations (done with book, book rips, etc). ● [building reading stamina](#) ● [understanding how to share books with a reading buddy](#) ● Understanding what it means to be an avid reader
WALT read grade-level text orally with accuracy, appropriate rate, and expression.	by ● Reading a book three times. You can read through your book the first time trying to get the tricky words right, a second time to make your voice sound smooth, and a third time looking for places that are fun and interesting that you want to share with your reading partner. ● Rereading to make their reading sound smooth, for example, read like you're talking to a friend, not like a robot. ● Keeping a good pace, not too quickly and not too slowly. ● Reading the right words. ● Paying close attention to punctuation as they read and changing their voice to match it

WALT read grade-level texts with purpose and understanding	by
	● practicing the strategy, Lucy Lightbulb
	● engaging students in the following:
	  ○ Self-monitoring to ensure you are understanding
	    ■ [Check in With Yourself, Reread, Fix Up](#)-3.9
	    ■ [If You Slowed to Decode, Go Back Over the Road](#)- 3.10
	    ■ [Whoa, Slow, Go](#)- 3.11
	  ○ paying attention to punctuation to read fluently
	    ■ 4.10 Read to the End of the Line
	    ■ 4.12 Mind the Ending Punctuation
	    ■ 4.13 Snap to the Next Line
	  ○ paying attention to the rhythm of poems

	■ Drumming the beat by clapping, tapping, rapping.

Module 2: Becoming a Reading Detective
Refer to Goal 3: Accuracy in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task
WALT decode unknown words.	By - Defining detectives and becoming one. By using our sidekicks - Lefty Larry - Grapheme Grasshopper - Check the beginning middle and end - Clip the consonants - Say each sound once - Say the sound, not the name - Fix It by Checking Each Letter - Use your phonics when reading- digraphs - Blendy Wendy - Stay focused on the word - Chose a way to blend - Use your phonics when reading- blends - Pointer power - Fix It By Tracking Word by Word

Module 3: Making Book Discussions Meaningful Refer to Goal 6: Comprehending Characters, Goal 11: Comprehending Vocabulary and Figurative Language (11.1), and Goal 12:Conversation in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**

WALT participate in collaborative conversations with peers	by
	● Follow agreed-upon norms for discussions
	  ○ listening to others
	  ○ speaking one at a time
	  ○ staying on topic
	    ■ 12.1 Set Yourself Up to Listen
	    ■ 12.2 Say Back What You Heard
	    ■ 12.6 Take Turns Without Raising Hands
	
	● Making connections to their reading (text to text, text to world, text to media, text to self).
	  ○ 12.3 Listen and Connect

WALT answer questions about key details in a literary text (e.g., who, what, where, when, why, how). .	by ● recognizing character ● identifying the setting ● understanding problem and solution ● reading *The Sandwich Swap* by Kelly DiPucchio and Queen Rania ● reading *Stand Tall, Molly Lou Melon* by Patty Lovell ● reading *The Name Jar* by Yangsook Choi
WALT describe characters, settings, and major event(s) in a story, using key details.	By ● Using 5 Finger Retell ● Using the storyline to make predictions ● Retelling to retain the story and determine importance

	- Rereading books to notice more 6.3 Role-Play to Understand Characters 6.6 Putting on the Character's Face - Self-monitoring to remember characters and list (on paper or aloud) what you know about them. 6.1 Identifying Characters Using Pictures and Names
WALT answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	by - reading and discussing *What Do You Do With a Tail Like This?* by Steve Jenkins - reading and discussing *Earth: My First 4.54 Billion Years* by Stacy McAnulty
WALT identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	by - revisiting previous texts to look closely at the words the author has chosen to share the story. - pinpointing words and phrases and phrases that help you to visualize what is happening. - acting out the story or poem. - thinking about how the character might be feeling based on the words the author chose. - expecting to learn new words when reading - Be Word Conscious and Curious 11.2 Say It Out Loud

Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	- Use various methods to understand a student's learning style: observation, conferring - Refer to student's IEP goals and modifications.

	- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Use preferential seating. - Ask students to recall what they already learned in ways that activate their prior knowledge of word attack skills. - Provide direct instruction and modeling on using reading strategies posters. - Provide the reading decoding strategies posters for students to refer to as reading. - Provide opportunities for students to turn and talk. - Model book selection process. - Model Five Finger retell. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with individual text that they can read independently. - Model productive and engaging partner talk. - Provide opportunities for students to turn and talk. - Provide audio books when available. - Include hands-on activities. - Use modeling, role playing and cuing. - Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually. - Provide individual copies of books that will allow students to practice using reading strategies. - Provide direct, explicit instruction using Wilson Fundations lessons. - Decode tricky words by using the reading strategies posters.
Students with 504s	- Use various methods to understand a student's learning style: observation, conferring, - Refer to student's 504 plan goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Model Five Finger retell. - Provide direct instruction for completing a reading log.

	- Build anchor charts with students and continually refer to them as you teach. - Provide students with individual text that they can read independently. - Provide direct instruction and modeling on using reading strategies posters. - Provide the reading decoding strategies posters for students to refer to as reading. - Provide audio books when available. - Provide direct, explicit instruction using Wilson Fundations lessons. - Include hands-on activities. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually. - Provide direct, explicit instruction using Wilson Fundations lessons. - Decode tricky words by using the reading strategies posters.
Students at Risk	- Use various methods to understand a student's learning style: observation, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Model how to retell. - Build anchor charts with students and continually refer to them as you teach. - Provide students with individual text that they can read independently. - Provide opportunities for students to turn and talk. - Use modeling, role playing, and cuing. - Model fluency, intonation, and inflection during guided reading and poetry lessons. - Decode and write tricky words by using the Sonday System - Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

	● Provide students with their own copies of the text that they can read independently. ● Provide opportunities for students to turn and talk. ● Provide student opportunities to set their own agenda. ● Allow students to demonstrate mastery through a culminating project. ● Incorporate differentiated reading techniques, such as choice boards. ● Student creates and sets literacy goals
Multilingual Learners	● Use various methods to understand a student's learning style: observation, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Model book selection process. ● Model productive and engaging partner talk. ● Model Five Finger retell. ● Provide direct instruction for completing a reading log. ● Build anchor charts with students and continually refer to them as you teach. ● Provide students with individual text that they can read independently. ● Provide opportunities for students to turn and talk. ● Provide audio books when available. ● Use modeling, role playing and cuing. ● Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide students with their own copies of the text that they can read independently and track plot. ● Provide opportunities for students to turn and talk. ● Provide choices of leveled books. ● Include hands-on activities. ● Decode tricky words by using the reading strategies posters. ● Provide direct, explicit instruction using Wilson Fundations lessons. ● Incorporate differentiated reading techniques, such as tiered assignments.

Unit 2: Exploring Nonfiction (November- December)

Unit Overview

This unit will help students apply all they know about reading to nonfiction texts. Teachers will guide students on how to approach nonfiction text as well as study text features to understand content specific words and learn more about a topic. As the unit progresses, it is important to support readers in their knowledge of vocabulary as well as their ability to word solve. In the first module of the unit, students will learn basic ways to approach informational books and how to navigate through various text features. They will use knowledge from sneak peeks, stop and study a page to find more details and information, slow down in their reading to name what might come next, discuss pages and infer what has already occurred or will happen afterward. They will reread to remember the whole book and how the parts piece together.

Students will understand that expression and fluency assist in the ability to comprehend and recall information from their books. In the second module, students will learn how to take on new words in content areas by being persistent, using decoding strategies, slowing down to check for accuracy, identifying new words, thinking about what they mean, and understanding keywords in nonfiction. In module three, students will learn how to gather as much information as they can from the words and pictures by utilizing nonfiction text features. Throughout the unit, students will be learning about space through non-fiction read-alouds and the Magic Treehouse text, Midnight on the Moon. Throughout this exploration of space, teachers will model how to capture interesting information in their notebooks to set students up for this work in unit 3..
As a culminating activity, students will discuss what was most fascinating about this topic and collaborate with peers to create a class book or flipgrid with this information.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

Print Concepts

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize and understand the role of the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

L.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).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

      A.   Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

      B.   Decode regularly spelled one-syllable words.

Fluency

L.RF.1.4. 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.

Language Domain: Foundations Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

      A.   Write the upper and lowercase alphabets from memory.

      B.   Write a common grapheme (letter or letter group) for each phoneme.

      C.   Orally segment the phonemes in any single syllable, spoken word.

      D.   Recognize that each syllable is organized around a vowel sound.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

      A.   Choose flexibly from an array of strategies to determine the meaning of words and phrases.

Reading Domain

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Writing Domain

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

    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.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps

Career Readiness, Life Literacies, and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). **Practices** CLKSP1 Act as a responsible and contributing community member and employee. CLKSP4 Demonstrate creativity and innovation. CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP6 Model integrity, ethical leadership and effective management.
Interdisciplinary Connections
Social Studies 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Assessment	
Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II
Possible Ongoing Assessments	● Conferring Notes: daily observation of students' participation and conversation with partners ● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading) ● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about

reading)
- [Heggerty Progress Monitoring/ Benchmark Assessments](#)
- Fundations Unit Assessments

Materials/Resources	
Suggested Read Aloud Texts	**Additional Resources**
Texts for Teaching Point *Moon! Earth's Best Friend* by Stacy McAnulty The Moon Book by Gail Gibbons *I Am Neil Armstrong* by Brad Meltzer *The Moon Seems to Change* by Dr. Franklyn M. Branley *I Am the Moon: A Book About the Moon for Kids* by Rebecca McDonald **Read Aloud Texts for Comprehension** Magic Tree House *Midnight on the Moon* by Mary Pope Osborne *There was An Old Astronaut Who Swallowed the Moon* by Lucille Colandro *City Moon* by Rachael Cole *The Night Luna's Light Went Out: A Solar System Story for Kids about the Earth and the Moon* By A.J. Field	[Decodable Poems](#) Heggerty Phonemic Awareness: Lessons 8-15 L.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. [Heggerty Grade One Scope and Sequence](#) Fundations: Unit 4 Week 2, Unit 5 Week 1, Unit 6 Week 1-3, Unit 7 Week 1-3 [Fundations Trick Words](#) [Fry Frequency Word Lists](#)- First 100 words on the Fry list and 84% of the first 100 words on the [American Heritage word frequency list](#) *[Wilson Fundations Scope and Sequence](#)* [Teaching Trick Word Expert Tips](#) [UFLI Foundations Toolbox](#)

Module 1: Using the Features of Nonfiction Text to Gather Information about a Topic	
Refer to Goal 8: Comprehending Topics and Main Ideas and Goal 9: Comprehending Key Details in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	- Utilizing headings and subheadings to preview a text. - Using the table of contents to preview a text. - Looking closely at photographs, captions and labels. - Identifying diagrams and maps. - Locating bold words and keywords in a nonfiction text. - Locating the index and glossary in a nonfiction text.
WALT use text features (e.g., diagrams, tables, animations) to describe key ideas.	By - Navigate through various text features to strengthen understanding - Use knowledge from sneak peeks - Stop and study a page to find more details and information - Slow down in their reading to name what might come next, discuss pages and infer what has already occurred or will happen afterward - Reread to remember the whole book and how the parts piece together.

Module 2: Tackling Super Hard Words in Order to Keep Learning

Refer to Goal *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task
WALT apply grade-level phonics and word analysis skills in decoding words.	by • Being persistent. Review decoding strategies and which would be best to use while reading nonfiction texts. • Slowing down to check that a word looks right and then rereading to check that it makes sense. • Identifying new words by saying the word as best as they can and then thinking about what the word means. • Understanding key words and how they help readers think and talk about the information in their books. • Rereading a single page in different ways to figure out how the pages should sound.

Module 3: Reading Like Experts

Refer to Goal in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task

WALT determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).	by ● Using post-its to mark up. ● Pointing out key words as they read. ● Filling in graphic organizers to show understanding
WALT describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.	by ● Asking themselves, "what is this teaching me?" ● Predicting, "I bet this next page will teach me.."
WALT use the text and pictures to understand new facts.	by ● Filling in organizers to show new learning while Reading Nonfiction Space Read Alouds and *Midnight on the Moon* By Mary Pope Osborne
WALT participate in collaborative conversations in small and larger groups sharing new learning, asking questions, and deepening their understanding.	by ● Noticing interesting things in the book that are worth sharing ● Practicing reading interesting parts with an expressive voice.

Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Refer to student's IEP goals and modifications. ● Use preferential seating. ● Provide opportunities to work in pairs or small groups. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

	- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard. - Provide definitions and examples of nonfiction features. - Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast. - Provide choices of books. - Provide opportunities for students to turn and talk. - Include hands-on activities. - Provide students with their own copies of the text that they can read independently. - Provide opportunities for students to turn and talk. - Use modeling, role play and cuing. - Model fluency, intonation, and inflection during guided reading and poetry lessons. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignments and flexible grouping.
Students with 504s	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to student's 504 plan goals and modifications. - Use preferential seating. - Provide opportunities to work in pairs or small groups. - Provide definitions and examples of nonfiction features. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Provide students with their own copies of the text that they can read independently. - Use modeling, role play and cuing. - Provide choices of books. - Provide opportunities for students to turn and talk. - Include hands-on activities. - Provide audiobooks with paper copies for marking up when possible.

	- Model fluency, intonation, and inflection during reading and poetry lessons. - Provide direct, explicit instruction using Wilson Fundations lessons. - Use differentiated reading techniques, such as tiered assignments and flexible grouping.
Students at Risk	- Use various methods to understand a student's learning style: observation, surveys, conferring - Use preferential seating. - Provide opportunities to work in pairs or small groups. - Provide definitions and examples of nonfiction features. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Provide students with their own copies of the text that they can read independently. - Use modeling, role play and cuing. - Provide choices of books. - Provide opportunities for students to turn and talk. - Include hands-on activities. - Model fluency, intonation, and inflection during reading lessons. - Decode and write tricky words by using the Sonday System. - Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	- Use various methods to understand a student's learning style: observation, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Provide students with their own copies of the text that they can read independently. - Provide opportunities for students to turn and talk. - Provide additional resources to develop and deepen levels of understanding. - Provide opportunities for students to work with striving readers. - Use more advanced texts. - Use higher-level questioning providing opportunities for critical and creative reading.

	- Allow students to demonstrate mastery through a culminating project. - Allow for independent study to accelerate learning based on learning progressions. - Incorporate differentiated reading techniques, such as choice boards. - Student creates and sets literacy goals
Multilingual Learners	- Use various methods to understand a student's learning style: observation, surveys, conferring, - Use preferential seating. - Allow for more conferring time. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Provide definitions and examples of nonfiction features. - Provide students with their own copies of the text that they can read independently. - Use modeling, role play and cuing. - Provide choices of books. - Provide opportunities for students to turn and talk. - Include hands-on activities. - Provide audiobooks with paper copies for marking up when possible. - Model fluency, intonation, and inflection during reading and poetry lessons. - Allow for partner discussion and collaboration. - Provide opportunities to work in pairs or small groups. - Incorporate differentiated reading techniques, such as tiered assignments.

Unit 3: Reading to Understand (January - March)

Unit Overview

This unit focuses on understanding the importance of reading fluently and its impact on comprehension, identifying and capturing the important ideas in fiction stories to effectively retell them, learning strategies for retelling nonfiction texts accurately, and developing skills in capturing and organizing students' own ideas in a notebook. Key concepts include reading fluency, with an emphasis on its definition, significance, and techniques to improve it; retelling fiction, which involves identifying main ideas, characters, settings, and plot; retelling nonfiction, which involves summarizing key points, main ideas, and supporting details; and note-taking, which involves organizing thoughts and ideas in a structured manner. In the final module of this unit, students will engage in a theatrical retell of a favorite fiction story to more deeply understand the characters in the text.

Essential questions guiding this unit are: Why is reading fluently important? How can we identify and capture the key elements of a fiction story and gain a deeper understanding of the characters? What strategies can be used to retell nonfiction texts accurately? How can we effectively capture and organize our ideas in a notebook?

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

Print Concepts

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize and understand the role of the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

L.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).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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.

Fluency

L.RF.1.4. 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.

Language Domain: Foundations Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

A. Write the upper and lowercase alphabets from memory.

B. Write a common grapheme (letter or letter group) for each phoneme.

C. Orally segment the phonemes in any single syllable, spoken word.

D. Recognize that each syllable is organized around a vowel sound.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

C. Initial and final consonant blends (must, slab, plump).

Reading Domain

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ¬¬

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Writing Domain

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

    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.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management

Interdisciplinary Connections

Social Studies

6.1.2.Civics PD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

Assessment

Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II
Possible Ongoing Assessments	● Conferring Notes: daily observation of students' participation and conversation with partners ● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading) ● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading) ● Heggerty Progress Monitoring/ Benchmark Assessments ● Fundations Unit Assessments

Materials/Resources	
Suggested Read Aloud Texts	**Additional Resources**
Texts for Teaching Point *Who Has These Feet?* By Laura Hulbert *Knuffle Bunny* by Mo Willems *Corduroy* by Don Freeman *The Bee Dance* by Rick Chrustowski *The Day the Crayons Quit* by Drew Daywal **Read Aloud Texts for Comprehension** *Chrysanthemum* by Kevin Henkes *Lily's Purple Plastic Purse* by Kevin Henkes *The Recess Queen* by Alexis O'Neill *The Invisible Boy* by Trudy Ludwig *The Sun Is Kinda A Big Deal* by Nick Seluk *Shark Lady: The True Story of How Eugenie CLark Became the Ocean's Most Fearless Scientist* by Jess Keating	Decodable Poems Heggerty Phonemic Awareness: Lessons 16-23 L.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. Heggerty Grade One Scope and Sequence Fundations: Unit 8 Weeks 1-2, Unit 9 Weeks 1-2, Unit 10 Weeks 1-3, Unit 11 Weeks 1-2 Fundations Trick Words Fry Frequency Word Lists- First 100 words on the Fry list and 84% of the first 100 words on the American Heritage word frequency list Wilson Fundations Scope and Sequence Teaching Trick Word Expert Tips UFLI Foundations Toolbox

Module 1: The Importance of Reading Fluently Refer to Goal 4 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**

WALT read grade-level text orally with accuracy, appropriate rate, and expression	• Self-monitoring to ensure fluent reading and proper pacing for smooth reading
	   ○ <u>Find a good pace</u>- 4.6
	   ○ <u>Scoop Up Words to Read in Phrases</u>- 4.8
	   ○ <u>4.1 Reread for Fluency</u>
	   ○ <u>4.2 Warm Up and Transfer</u>
	   ○ <u>4.3 Coach Your Partner's Fluency</u>
	   ○ <u>4.4 Act It Out to Smooth It Out</u>
	   ○ 4.5 Listen to Yourself, Catch the Choppiness, Reread (Use of whisper phones)
	   ○ <u>4.7 Read in Your Head Like You Read Aloud</u>
	   ○ <u>4.9 Warm Up With Phrases</u>

Module 2: Capturing the Important Ideas to Retell Fiction Stories Refer to Goals 2 and 5 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**

WALT describe characters, settings, and major event(s) in a story, using key details.	by ● Retelling the story elements and mentioning characters, setting, problem, solution, beginning, middle and end. ● Checking to make sure they understand each part and rereading when they don't get it. ● Using pictures and words to keep track of the setting. ● Using the storyline to make predictions. ● Retelling to retain the story and determine importance. ● Rereading to connect part of the story together. ● 2.18 Retell and Jump Back In ● 2.20 Restart Your Reading ● 2.22 Fix the Fuzziness ● 2.24 Ask Questions as You Read ● 5.1 Touch, Look, Retell ● 5.4 Think: Where Am I? ● 5.5 May It ● 5.6 Use Your Senses ● 5.10 Let the Blurb Help You ● 5.11 Preview, Then Predict
WALT identify who is telling the story at various points in a text.	By ● Define and understand the role of a narrator. ● Learning about dialogue. ● Keeping track of dialogue as they read. ● Reading *The Day the Crayons Quit* by Drew Daywal and understanding point of view from each crayon.
WALT use illustrations and details in a story to describe its characters, setting, or events.	by ● Envisioning the scene as they read, using the pictures and words to make a movie in their mind. ● Rereading books to notice more. ● Marking books with post-its where you find great detail in pictures regarding the characters or setting.

Module 3: Learning How to Retell Nonfiction	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	by ● Picture vs. Text Comparison Chart ○ Provide students with a short passage that includes both text and illustrations. Have them create a two-column chart. In one column, they write the information they gather from the text. In the other column, they write the information they gather from the illustrations. Then, they compare and contrast the two sources of information
WALT determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).	by ● Reading *Who Has These Feet?* By Laura Hulbert and filling out graphic organizer ● Reading *The Bee Dance* by Rick Chrustowski and filling out graphic organizer
WALT use text features (e.g., diagrams, tables, animations) to describe key ideas.	by ● Text Feature Scavenger Hunt ○ Give the students list of text features searching for and when they find them they mark on post its what information that feature shared
WALT identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.	by ● Reason Detectives ○ Give the students a main idea, and have them find

	and list all the reasons an author gives to support the fact
	● Reason Relay
	○ A student states a fact/main idea, then the next student gives a supporting fact

WALT identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	by
	● Venn Diagram Comparison
	○ Provide students with two informational texts on the same topic. Have them use a Venn diagram to compare and contrast the texts. Students should note similarities in the overlapping section and differences in the outer sections
	● Text Features Hunt
	○ Give students two informational texts and ask them to identify and list text features (e.g., headings, subheadings, diagrams, captions, etc.). They then compare the use of these features in both texts and discuss how they contribute to the understanding of the topic.
	● Double-Entry Journal
	○ Students create a double-entry journal with two columns. On the left, they write key points, facts, or procedures from the first text. On the right, they do the same for the second text. Then, they identify and highlight similarities and differences between the entries.

Module 4: Capturing My Ideas in My Notebook	
Learning Goal/Objective	**Suggested Learning Activities**

We are learning to/that . . .	. . . by engaging in this task
WALT explain major differences between books that tell stories and books that give information.	by ● Sorting through class read-alouds as a class. ● Sorting through their own collection of books independently.
WALT use their reader's notebook to record their thinking.	By ● Using post-its to mark favorite parts while reading, and then expanding their ideas in a reading notebook. ● Making book predictions before starting a book. ● Writing about connections made to the story. ● Recording KWL chart before reading NonFiction.

Module 5: Bringing a Story or Passage to Life through Theatre Refer to the K-2 Theatre Curriculum for this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT artists bring stories to life	by ● Working with partners to decide on how to sequence the story using pictures and writing. ● Thinking about what the characters will say when they are retelling the story. ● Making decisions about what the characters will sound like when they speak.

	● Collaborating and discussing with partners what sort of props, costumes, and scenery they would need to act out the story.
	● Connecting their experiences with the experiences of the character.
	● Thinking about ways to show how a character feels using facial gestures, body movement, tone and volume.
	● Making decisions about sound effects and lighting when retelling the story as a performance.
	● Performing a small portion of the story and making revisions and adjustments.
	● Providing feedback to their peers to enhance the guided drama (Glow and Grow).
	● Sharing about their experience taking part in the guided drama and the experience as a member of the audience.
	● Reflecting on their own and the contributions of others (Glow and Grow).

Modifications	
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.	
Students with IEPs	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Refer to student's IEP goals and modifications. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use HoverCam to model and highlight strategies for visualizing. ● Model how to read a tricky word by triple checking and asking, "Does it make sense?", "Does it look right?", "Does it sound right?"

	● Provide students with their own copies of the text that they can read independently to retell the story using story elements. ● Provide opportunities for students to turn and talk. ● Use modeling, role play, and cuing. ● Model fluency, intonation, and inflection during guided reading and poetry lessons. ● Provide direct, explicit instruction using Wilson Fundations lessons. ● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students with 504s	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Refer to student's 504 plan goals and modifications. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use HoverCam to model and highlight strategies for visualizing. ● Model how to read a tricky word by triple checking and asking, "Does it make sense?", "Does it look right?", "Does it sound right?" ● Provide students with their own copies of the text that they can read independently to retell the story using story elements. ● Provide opportunities for students to turn and talk. ● Use modeling, role play, and cuing. ● Model fluency, intonation, and inflection during guided reading and poetry lessons. ● Provide direct, explicit instruction using Wilson Fundations lessons. ● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students at Risk	● Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use HoverCam to model and highlight strategies for visualizing. ● Model how to read a tricky word by triple checking and asking, "Does it make sense?", "Does it look right?", "Does it sound right?" ● Provide students with their own copies of the text that they can read independently to retell the story using story elements.

	- Provide opportunities for students to turn and talk. - Use modeling, role play, and cuing. - Model fluency, intonation, and inflection during guided reading and poetry lessons. - Decode and write tricky words by using the Sonday System. - Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Provide students with their own copies of the text that they can read independently. - Provide opportunities for students to turn and talk. - Provide additional resources to develop and deepen levels of understanding. - Provide opportunities for students to work with striving readers. - Use more advanced texts. - Use higher-level questioning providing opportunities for critical and creative reading. - Allow students to demonstrate mastery through a culminating project. - Allow for independent study to accelerate learning based on learning progressions, such as descriptive feedback. - Incorporate differentiated reading techniques, such as choice boards. - Student creates and sets literacy goals
Multilingual Learners	- Use various methods to understand a student's learning style: observation, surveys, conferring, - Refer to student's IEP goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Use HoverCam to model and highlight strategies for visualizing. - Model how to read a tricky word by triple checking and asking, "Does it make sense?", "Does it look right?", "Does it sound right?" - Provide students with their own copies of the text that they can read independently to retell the story using story elements. - Provide opportunities for students to turn and talk.

	- Use modeling, role play, and cuing.
	- Model fluency, intonation, and inflection during guided reading and poetry lessons.
	- Provide direct, explicit instruction using Wilson Fundations lessons.
	- Incorporate differentiated reading techniques, such as tiered assignments.

Unit 4: Studying Characters and Their Stories (April - June)

Unit Overview

This unit focuses on deepening students' understanding of character development in fiction and applying these insights to nonfiction texts, specifically biographies. Students will explore how characters change and grow, develop their opinions about texts, and engage in collaborative discussions. In the final module, students will become experts about an important person in the history of the United States. They will work to create a class timeline of America, including the person they studied and a fact of their choice. Finally the students will choose one of the people they have learned about and create a Flipgrid sharing why they feel this person is impactful on the world. This will help develop oral language and speaking/listening skills for the students.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

Print Concepts

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize and understand the role of the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

L.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).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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.

F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.1.4. 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.

Language Domain: Foundations Skills Writing

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

A. Write the upper and lowercase alphabets from memory.

B. Write a common grapheme (letter or letter group) for each phoneme.

C. Orally segment the phonemes in any single syllable, spoken word.

D. Recognize that each syllable is organized around a vowel sound.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

1 reading and content.

      A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

      B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

      C. Initial and final consonant blends (must, slab, plump).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

      A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

      B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

      C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

      D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

      E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading Domain

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing Domain
W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
Speaking and Listening Domain

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
    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.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Computer Science and Design Thinking
8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development. 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Assessment	
Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II
Possible Ongoing Assessments	- Conferring Notes: daily observation of students' participation and conversation with partners - Teacher-student conferences (e.g. individual, small group, strategy group and guided reading) - Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

	● [Heggerty Progress Monitoring/ Benchmark Assessments](#)
	● Fundations Unit Assessments

Materials/Resources	
Suggested Read Aloud Texts	**Additional Resources**
Texts for Teaching Point *Owen* by Kevin Henkes *Wemberly Worried* by Kevin Henkes *Today I Will Fly* by Mo Willems *Elephants Cannot Dance* by Mo Willems *Giraffes Can't Dance* by Giles Andreae **Read Aloud Texts for Comprehension** *After the Fall* by Dan Santat *One* by Kathryn Otoshi *Zero* by Kathrn Otoshi *The Color of My Own* by Eric Carle [Ordinary People Who Change the World](#)- use these books to expose students to a variety of people in history.	[Decodable Poems](#) Heggerty Phonemic Awareness: Lessons 24-30 L.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. [Heggerty Grade One Scope and Sequence](#) Fundations: Unit 11 Weeks 3, Unit 12 Weeks 1-3, Unit 3 Weeks 1-3, Unit 14 Weeks 1-2 [Fundations Trick Words](#) [Fry Frequency Word Lists](#)- First 100 words on the Fry list and 84% of the first 100 words on the [American Heritage word frequency list](#) [Wilson Fundations Scope and Sequence](#) [Teaching Trick Word Expert Tips](#) [UFLI Foundations Toolbox](#)

Module 1: Studying Characters Deeply and How They Change and Grow
Refer to Goal 6 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task
WALT describe characters in a story using key details.	By 6.1 Identify Characters Using Pictures and Names 6.2 Identify Who's Telling the Story 6.4 Say What's in the Bubble 6.5 Think About How the Characters is Feeling 6.6 Put on the Character's Face 5.2 Say What's Most Essential 5.3 Think: Who's Speaking?
WALT how characters change and grow.	By 6.3 Role-Play to Understand Characters 6.11 Track Feelings as they Change - Create a Character Change TImeline - visually map out the changes a character undergoes throughout the story - creates a timeline on large paper, marking significant events that lead to changes in their character - Use sticky notes to write down the character's traits and emotions at different points in the story, placing

	them on the timeline.
WALT identify similarities and differences between different characters.	By • 3.13 Compare Characters • Create Character Venn Diagram or Character T-charts

Module 2: Growing Opinions about Texts and Sharing with a Partner	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**

WALT use text evidence to support our opinions about a book.	By
	
	• Understand how to state Opinion with support
	   ○ 1. State your opinion. 2. Find a quote or part of the book that supports your opinion. 3. Explain how this evidence supports your opinion."
	• Opinion and Evidence Chart
	   ○ identify opinions about a book and find text evidence to support those opinions

WALT listen to and respect the opinions of our partners.	By • Discuss the importance of listening to others and respecting their opinions. Explain that everyone's opinion is valuable. • Discuss the skills of active listening, including eye contact, nodding, and not interrupting.

WALT compare opinions with partner's opinions about a book.	By ● Repeating back to your partner what you heard them say, paraphrasing and adding your own thoughts. ● Engage in a respectful debate, comparing their opinions about a book with a partner's opinions.

Module 3: Applying What We Know about Fiction to Nonfiction: Biography	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts.	By ● Understanding what a biography is ● Understanding text features used when reading biographies
WALT recognize and describe how characters in biographies are similar to or different from characters in fiction.	By ● Read excerpts from a chosen biography and a fiction book. Discuss the main characters from each. ● Use the Character Comparison Chart to record similarities and differences between the characters
WALT use knowledge of story structure to understand the organization of biographies.	By ● Read a biography excerpt and identify the key events ● Create a story map for a biography, applying their understanding of story structure ○ introduction, main events, climax, and resolution

WALT explain how biographies use storytelling elements to present real-life events.	By
	● Biography Timeline project
	  ○ Classes will chose up to 6 people to read and discuss in read aloud. (Based on period of time)
	  ○ Students will choose one of the people they learned about in read aloud and dig deeper through additional resources (podcast, EPIC, BrainPop, etc.) and discuss this person with their peers.
	  ○ Students will create a flipgrid, speaking about the person and why they found them interesting that will be linked through a QR code to the grade level timeline.

Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Refer to student's IEP goals and modifications. ● Use preferential seating. ● Provide opportunities to work in pairs or small groups. ● Provide explicit and direct instruction on identifying the character traits using visuals when possible. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide students with their own copies of the text that they can read independently and track plot. ● Use modeling, role play and cuing. ● Provide choices of leveled books.

	• Provide opportunities for students to turn and talk. • Include hands-on activities. • Define and give examples of new vocabulary (prediction, inside traits, outside traits). • Provide an anchor chart of visualizing the author's words. • Provide role play and modeling of sharing, discussing parts of a book. • Provide graphic organizers for understanding characters. • Identify character traits from the text using Hovercam. • Provide audiobooks with paper copies for marking up when possible. • Model fluency, intonation, and inflection during guided reading and poetry lessons.. • Provide direct, explicit instruction using Wilson Fundations lessons. • Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students with 504s	• Use various methods to understand a student's learning style: observation, surveys, conferring • Refer to student's 504 plan goals and modifications. • Use preferential seating. • Provide opportunities to work in pairs or small groups. • Provide explicit and direct instruction on identifying the character traits using visuals when possible. • Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. • Provide students with their own copies of the text that they can read independently and track plot. • Use modeling, role play and cuing. • Provide choices of leveled books. • Provide opportunities for students to turn and talk. • Include hands-on activities. • Provide graphic organizers for understanding characters. • Identify character traits from the text using Hovercam. • Provide audiobooks with paper copies for marking up when possible.

	● Model fluency, intonation, and inflection during guided reading and poetry lessons. ● Provide direct, explicit instruction using Wilson Fundations lessons. ● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students at Risk	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Use preferential seating. ● Provide opportunities to work in pairs or small groups. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide students with their own copies of the text that they can read independently and track plot. ● Use modeling, role play and cuing. ● Provide choices of leveled books. ● Provide opportunities for students to turn and talk. ● Include hands-on activities. ● Provide explicit and direct instruction on identifying the character traits using visuals when possible. ● Provide graphic organizers for understanding characters. ● Identify character traits from the text using Hovercam. ● Model fluency, intonation, and inflection during guided reading and poetry lessons. ● Decode and write tricky words by using the Sonday System ● Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	● Use various methods to understand a student's learning style: observation, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide students with their own copies of the text that they can read independently.

	- Provide opportunities for students to turn and talk.
	- Provide additional resources to develop and deepen levels of understanding.
	- Provide opportunities for students to work with striving readers.
	- Use more advanced texts.
	- Use higher-level questioning providing opportunities for critical and creative reading.
	- Allow students to demonstrate mastery through a culminating project.
	- Allow for independent study to accelerate learning based on learning progressions.
	- Incorporate differentiated reading techniques, such as choice boards.
	- Student creates and sets literacy goals
Multilingual Learners	- Use various methods to understand a student's learning style: observation, surveys, conferring
	- Use preferential seating.
	- Allow for more conferring time.
	- Provide explicit and direct instruction on identifying the character traits using visuals when possible.
	- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
	- Provide students with their own copies of the text that they can read independently and track plot.
	- Use modeling, role play and cuing.
	- Provide choices of books.
	- Provide opportunities for students to turn and talk.
	- Include hands-on activities.
	- Use HoverCam to identify character traits from the text.
	- Provide audiobooks with paper copies for marking up when possible.
	- Model fluency, intonation, and inflection while reading poetry.
	- Allow for partner discussion and collaboration.
	- Provide graphic organizers for understanding characters.
	- Identify character traits from the text using Hovercam.

	- Model fluency, intonation, and inflection during guided reading and poetry lessons. - Provide opportunities to work in pairs or small groups. - Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).