



## English/Language Arts Department

### Grade 1

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**Effective Date:** September 2022

### Scope and Sequence

Month	Reading Workshop	Writing Workshop	Word Study/Phonics
Sept-Oct	<a href="#"><u>Unit 1a: Building Good Habits</u></a> (Book 1)	<a href="#"><u>Unit 2b: Writing How-to Books</u></a> (If/ Then book)	<b>Fundations Units:</b>  Orientation Unit (1 day) Unit 1 (2-3 weeks) Unit 2 (2-4 weeks) Unit 3 (2 weeks) Unit 4 (2 weeks) Unit 5 (1 week) Unit 6 (3 weeks) Unit 7 (3 weeks) Unit 8 (2 weeks) Unit 9 (2 weeks) Unit 10 (3 weeks) Unit 11 (3 weeks) Unit 12 (3 weeks) Unit 13 (3 weeks) Unit 14 (2 weeks)
Nov-Dec	<a href="#"><u>Unit 2a: Word Detectives</u></a> Strategies for Using High-Frequency Words and for Decoding (New Book)	<a href="#"><u>Unit 1b: Small Moments</u></a> Writing with Focus, Detail, and Dialogue (Book 1)	
Jan-Feb	<a href="#"><u>Unit 3a Learning About the World</u></a> (Book 2)	<a href="#"><u>Unit 3b Non-fiction Chapter Books</u></a> (Book 2)	
March-Apr	<a href="#"><u>Unit 4a Readers Have Big Job to Do</u></a> Fluency, Phonics, and Comprehension (Book 3)	<a href="#"><u>Unit 4b Writing Reviews</u></a> (Book 3)	
May-June	<a href="#"><u>Unit 5a Meeting Characters and Learning Lessons</u></a> A Study of Story Elements (Book 4)	<a href="#"><u>Unit 5b From Scenes to Series</u></a> (Book 4)	

### [Grammar Standard Expectations, K-5](#)

## Unit 1a - Reading & Building Good Habits

### Building Good Reading Habits (Book 1)

#### Summary and Rationale

In this unit, readers will learn to call on familiar habits at the beginning, in the middle, and at the end of a book. At the beginning of this unit, you may want to establish some rules and routines for readers workshop with some additional launching lessons of your choosing. These lessons are included in the objectives section below and can be added into this unit as you see fit. Please do not take longer than two school weeks for these additional launching lessons, as this unit should be in full swing by mid September. In the first bend, the focus will be on establishing the structures, expectations, and values that will shape the work kids do - day in and day out - during reading time. Then, in the second bend, readers will learn to draw on all that they know in order to work hard to solve tricky words by bringing a pro-active, energetic mindset to the tricky words that could otherwise derail their reading. Finally, in bend three, they will draw on their growing repertoire of ways to read with partners and teachers will establish purposeful partnerships, based upon TC running records assessments, to match partners according to reading level.

#### Recommended Pacing

September to October (8 weeks)

#### Standards

##### Reading: Literature

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

##### Reading: Informational Text

RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.

RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
Reading: Foundational Skills	
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
Speaking and Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.6	Produce complete sentences when appropriate to task and situation.
Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5	Make connections between words real life and their use.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> )

Writing			
W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
Interdisciplinary Connections			
Visual and Performing Arts Standards			
1.3.2.B.1	Music (The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo) Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.		
1.3.2.B.2	Music (Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound) Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.		
1.3.2.C.3	Theatre (Voice and movement have broad ranges of expressive potential.) Voice and movement have broad ranges of expressive potential: Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.		
Integration of Technology			
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
Social Justice Standards			
ID.K-2.3	I know that all my group identities are part of me—but that I am always ALL me.		
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.		
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.		
Instructional Focus			
<table border="1"> <tr> <td><b>Enduring Understandings:</b></td><td><b>Essential Questions:</b></td></tr> </table>		<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>		

<ul style="list-style-type: none"> <li>• Readers build habits for reading long and strong to comprehend texts and think as they read.</li> <li>• Readers build habits for tackling tricky words to make sure a word looks right, sounds right, and makes sense.</li> <li>• Reading partners can rely on each other to strengthen their understanding of a text and set goals.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers build habits for reading long and strong?</li> <li>• How do readers build habits for tackling hard words?</li> <li>• What are habits of good partners?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p><b>Unit Common Assessment:</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment: <ul style="list-style-type: none"> <li>◦ TC Running Records</li> </ul> </li> <li>• Post-Assessment: <ul style="list-style-type: none"> <li>◦ DIBELS Assessment <ul style="list-style-type: none"> <li>■ Sections: Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Words Fluency (NWF)</li> </ul> </li> </ul> </li> </ul> <p><b>Additional Assessment Resources:</b></p> <ul style="list-style-type: none"> <li>• TC Running Record Reading Assessments</li> </ul>	
<b>Objectives (SLO)</b>	
<p><b><u>Launching Reading Workshop</u></b></p> <p>Prior to beginning this unit, you should spend a week launching reading workshop with your students. This is a great time to spend some time building excitement for reading and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the links below.</p> <ul style="list-style-type: none"> <li>• <a href="#">Launching Unit 0</a></li> <li>• <a href="#">Specific Grade 1 Launching Lessons</a></li> </ul> <p><a href="#">Read Aloud Plan for The Day You Begin</a></p>	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I: Readers build habits for reading long and strong.</p> <p>Goal: Readers build habits for reading long and strong.</p> <p>-----</p> <p><b><i>Suggestions for Differentiation</i></b></p> <p><i>Conferring/Small Group Instruction</i></p> <p><i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>• Channel readers to read. (Session 1)</li> <li>• Coach prompts to lift readers up the ladder of development. (Session 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Readers get their minds ready to read by previewing the text before diving into the work of reading the words. (Session 1: Mini-Lesson)</li> <li>• Readers don't just push aside a book the moment they finish reading it. Instead, they do something - reread, think back, or talk about it with others. (Session 2: Mini-Lesson)</li> <li>• Readers continually strive to get stronger at reading and that reading more and more books can help strengthen their reading muscles. (Session 3: Mini-Lesson)</li> </ul>

- Use table conferences to help build a community that reads. (Session 3)
- Lead strategy lessons to reach more students in small groups. (Session 6)

- Another way readers can strengthen their reading muscles is by thinking about how they are similar to and different from the characters. their reading muscles is to think about

■ Suggested read aloud: *I am Enough?*

- *During the read aloud, teachers can model how readers often think aloud about the things that characters see and notice in their world and compare it to what they are experiencing.*
- *Students may notice the ways the character felt like she was enough. (“Like the trees, I’m here to grow.”) This can lead them to think about ways they are enough. (“Like the sun, I’m here to shine.”)*

- Readers don’t need reminders to push themselves to read more. They do this not only during the reading workshop; they make a habit of reading more and more all day long. (Session 4: Mini-Lesson)
- Readers are in the habit of rereading, and when they do this their reading voices become much smoother. (Session 5: Mini-Lesson)
  - Read Aloud Suggestion: *Thread of Love*
  - Readers will reread or mimic the teacher to read through the book (to the tune of Are You Sleeping? Brother John). “Are you sleeping?” “Are you sleeping?” They will hear how smooth their voice gets. We can also use these phrases in complete sentences or in other contexts to see if they still scoop up the words.
  - Reread through the story to make it even smoother.
- Readers read with their eyes instead of their fingers, out of habit. Readers also practice scooping up more words at a time with their eyes, reading in phrases, instead of word by word. (Session 6: Mini-Lesson)
- Readers reread so that new details emerge and new understandings develop. Readers do this every time they read. It’s a habit! (Session 7: Mini-Lesson)

BEND II: Readers build habits for tackling hard words.

Goal: Readers build habits for tackling hard words.

***Suggestions for Differentiation***

***Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Plan a ladder of lessons. (Session 8)
- Use guided reading to help readers grow. (Session 9)
- Keep the momentum going. (Session 10)
- Coach into partner reading. (Session 12)
- Word study inside reading workshop. (Session 13)

- Readers preview each new page to get their minds thinking before they dive into the work of reading the words. This way, if they get stuck, they can think back to all the clues they saw on the page to figure out what word might make sense. (Session 8: Mini-Lesson)
- Readers acknowledge their bad reading habits so they can drop them and to remember to use the good habits they've learned for solving tricky words. (Session 9: Mini-Lesson)
- Readers do not just check the beginning of the word. Readers need to look at all the parts of a word to figure it out. (Session 10: Mini-Lesson)
- Readers use meaning as a source of information, using picture clues to consider words that would make sense. (Session 11: Mini-Lesson)
- Readers double-check to be sure that what they're reading makes sense and looks right. (Session 12: Mini-Lesson)
- Readers do not give up; when one strategy doesn't work, they can try another! (Session 13: Mini-Lesson)
- Readers use what they know about letter and sounds, particularly vowels, to solve words -- trying sounds two ways. (Session 14: Mini-Lesson)

BEND III: Reading partners have good habits, too!

Goal: Reading partners have good habits.

***Suggestions for Differentiation***

***Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Support meaningful partner conversations. (Session 15)
- Reach higher goals. (Session 16)
- Note progress and make plans. (Session 18)

- Reading partners introduce a book to each other at the beginning. (Session 15: Mini-Lesson)
- Reading partners coach each other to use good reading habits to solve tricky words in books, instead of just telling each other what the words says. (Session 16: Mini-Lesson)
- Reading partners use all the habits of strong readers and decide to do something at the end of a book. (Session 17: Mini-Lesson)
- Readers celebrate the good habits they have developed and help partners to set goals for the year ahead. (Session 18: Mini-Lesson)

**Read Aloud:**

Throughout the unit, outside of reading workshop, readers should be exposed to richer literature than the books they are reading independently through interactive read alouds; therefore, in this unit, you should choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Select picture books that are similar to the end-of-year benchmark (level I/J/K), such as Ezra Jack Keat's *The Snowy Day* or Kevin Henke's *Chrysanthemum*.

In this unit, *Ish*, by Peter H. Reynolds, is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud. The planned read aloud, provided in the unit, provides two sessions; in

session two, the teacher would re-read the text, Ish, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 1.

### **Shared Reading:**

Throughout the unit, outside of reading workshop, readers should have opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts just above the benchmark text level for this time of year.

In this unit, Ollie the Stomper, by Olivier Dunrea, and the song, “Make New Friends,” are suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 1.

Below are suggested lenses, in this unit, for each day’s shared reading time:

DAY ONE: Using meaning, syntax, and visuals to solve tricky words.

- Readers use all that we learned last year in reading to read together..

DAY TWO: Cross-checking sources of information (MSV) (Meaning, Syntax, and Visual)

- Readers ask: Does it make sense? Does it sound right? Does it look right?

DAY THREE: Word study

- Readers connect what we know about words to our reading and grow new vocabulary.

DAY FOUR: Fluency

- Readers practice fluency pay attention to punctuation.

DAY FIVE: Putting it all together

- Readers use all they know and put it together to make their last reading the very best!

## **Suggested Resources/Technology Tools**

### **School to Home Connections**

#### **Mentor Texts:**

\*Gossie & Gertie by Olivier Dunrea (Houghton Mifflin Harcourt)\*

\*Kazam’s Birds by Amy Ehrlich (part of Brand New Readers: Orange Set (Candlewick)\*)

“Little Miss Muffet” nursery rhyme

\*\*\*Thread of Love by Kabir Sehgal and Surishtha Sehgal

Not Quite Narwal

Say Something

Hair Love

Benny Doesn’t Like to Be Hugged

#### **Read-Aloud and Shared Reading Texts:**

**The Day You Begin by Jacqueline Woodson**

\*Ish by Peter H. Reynolds (Candlewick)\*

\*Ollie the Stomper by Olivier Dunrea (Houghton Mifflin Harcourt)

Fantastic Mr. Fox by Roald Dahl (Puffin Books)

Charlotte’s Web by E. B. White (HarperCollins) “Make New Friends” song

\* Trade books are included in your reading units of study.

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.



**Possible Launching Lessons:**

[Launching Unit 0](#)

[Specific Grade 1 Launching Lessons](#)

**Internet Resources:**

**Activities:** <http://www.hmhbooks.com/gossieandfriends/index.html>

**Little Miss Muffest Nursery Rhyme** <https://www.poetryfoundation.org/poems/46957/little-miss-muffet>

**Ish** <https://www.youtube.com/watch?v=vpICaczeQ9o> Ish on-line

**Ollie and Stomper** <http://www.hmhbooks.com/gossieandfriends/index.html>

**Additional Resources:**

[Teachers College Reading and Writing Project Website](#)

[Correlations to the NJSL Standards](#)

**Anchor Charts**

Readers Build Good Habits

[Color / B&W](#)

Good Habits for Solving Hard Words

[Color / B&W](#)

Reading Partners Work Together

[Color / B&W](#)

**Session 1**

["Readers Build Good Habits" anchor chart](#)

["Reading Partners Work Together" anchor chart](#)

**Session 2**

["Readers Build Good Habits" anchor chart](#)

["Reading Partners Work Together" anchor chart](#)

["Do Something at the End" mini-chart](#)

**Session 3**

[Reading Mat Template](#)

["Readers Build Good Habits" anchor chart](#)

**Session 4**

["Readers Build Good Habits" anchor chart](#)

**Session 5**

["Readers Build Good Habits" anchor chart](#)

["Reading Partners Work Together" anchor chart](#)

**Session 6**

["Readers Build Good Habits" anchor chart](#)

**Session 7**

["Reading Partners Work Together" anchor chart](#)

**Session 8 not available online**

**Session 9**

"Readers Build Good Habits" anchor chart

"Reading Partners Work Together" anchor chart

"Drop That Bad Habit" chart

"Pick Up A Good Habit" chart

**Session 10**

"Be the Teacher" game signs template

"Good Habits for Solving Hard Words" anchor chart

**Session 11 not available on-line****Session 12**

"Reading Partners Work Together" anchor chart

**Session 13 not available on-line****Session 14**

Conference Record-Keeping Sheet

Conference Notes template

**Session 15**

"Reading Partners Work Together" anchor chart

**Session 16**

"Good Habits for Solving Hard Words" anchor chart

"Reading Partners Work Together" anchor chart

**Read Aloud**

"Readers TALK About Books" chart

Read Aloud Prompts for Ish

Color / B&W

**Spanish Mentor Texts**

Mentor Text Lists

**Spanish Classroom Materials/Charts**

Unit 1, Anchor Chart 1: Readers Build Good Habits

Color / B&W

Unit 1, Anchor Chart 2: Good Habits for Solving Hard Words

Color / B&W

Unit 1, Anchor Chart 3: Reading Partners Work Together

Color / B&W

**Modifications**

See suggestions for implementation listed under each goal.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 1b - Writing Small Moments

### Small Moments: Writing with Focus, Detail, and Dialogue (Book 1)

#### Summary and Rationale

In this unit, students will study writing narratives as they write their small moment stories. At the beginning of this unit, you may want to establish some rules and routines for writers workshop with some additional launching lessons of your choosing. These lessons are included in the resource section and can be added into this unit as you see fit. Please do not take longer than two school weeks for these additional launching lessons, as this unit should be in full swing by mid September. In bend one, students focus on writing small moment stories with independence. In bend two, students discover how to bring their characters to life by using drama. In bend three, students use mentor texts to help support and improve their writing. In the final bend, bend four, students practice editing, revising, and finally celebrate their writing.

#### Recommended Pacing

November to December (8 weeks)

Standards	
Reading: Literature	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
Reading: Foundation Skills	
RF.1.1	<p>Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
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.
RF.1.3	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>
RF.1.4	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Speaking and Listening	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time</p>

	<p>about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
Language	
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>F. Use frequently occurring adjectives.</p>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>C. Identify real-life connections between words and their use (e.g. note places at home that are cozy.)</p> <p>D. Distinguish shades of meaning among verbs differing in manner (ex. Look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (ex. Large, gigantic, by defining or choosing them or by acting out the meanings.)</p>
Writing	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given

	topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Interdisciplinary Connections	
Visual and Performing Standards	
1.3.2.C.1	Theatre (Plays may use narrative structures to communicate themes.) Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choice.
1.3.2.C.2	Theatre (Actors use voice and movement as tools for storytelling.) Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3	Theatre (Voice and movement have broad ranges of expressive potential.) Voice and movement have broad ranges of expressive potential: Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
1.3.2.D.1	(Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.) Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
Integration of Technology	
8.1.2.A.2	(Select and use applications effectively and productively.) Create a document using a word processing application.
8.1.2.A.4	(Select and use applications effectively and productively.) Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Social Justice Standards	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>Writers notice that their lives are full of stories to tell and focus on small moments.</li> </ul>	<ul style="list-style-type: none"> <li>How do writers notice that their lives are full of stories to tell and focus on small moments?</li> </ul>

- Writers tell their small moment stories in itsy-bitsy steps and use familiar words to spell new words.
- Writers use mentor-texts to help them improve their writing.
- Writers use an editing checklist and revise their writing.
- Writers will use verbs in present, past tense, and future tense. (Power of Pattern: Lesson Sets 3-5)

- How do writers tell their small moment stories in itsy-bitsy steps and use familiar words to spell new words?
- How do writers use mentor texts to help them improve their writing?
- How do writers use an editing checklist to revise their writing?
- How can writers use verbs to show present tense, past tense, and future tense? (Power of Pattern: Lesson Sets 3-5)

## Evidence of Learning (Assessments)

### Unit Common Assessment:

#### Narrative Writing

#### Learning Progression, Pre-K-6

#### On-Demand Performance Assessment Prompt

Assess the following Components: Overall, Lead, Transitions, Elaboration, Craft

#### Narrative Writing Rubrics

#### Grade 1

#### Narrative Writing Checklists

#### Grade K and Grade 1

#### Grade 1

#### Grade 1 Illustrated

#### Grade 1 and Grade 2

#### Student Writing Samples

#### Grade 1

#### Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

## Objectives (SLO)

### Launching Writing Workshop

Prior to beginning this unit, you should spend a week launching writing workshop with your students. This is a great time to spend some time building excitement for writing and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- [Possible Launching Lessons](#)

### IMPORTANT TIPS FOR IMMERSION:

During the first week of the unit, teachers should plan time for sharing mentor texts so that students can all explore common texts together. Interactive and shared writing are also important ways for students to see the process of writing small moment texts.\* The most challenging part of this unit is having first graders think of a very small moment. Students are not writing about an entire day, but only a tiny moment during the day.

**\*Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>Bend I: Writing Small Moment Stories with Independence</p> <p>Goal: Writers write small moment stories with independence.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Channel children toward writing productively. (Session 1)</li> <li>● Support independence so that you can teach. (Session 2)</li> <li>● Support writers in revising finished work and rehearsing new work. (Session 3)</li> <li>● Support writers as they problem solve words. (Session 4)</li> <li>● Support students as they write more focused narratives. (Session 5)</li> <li>● Channel partners and small groups to increase support. (Session 6)</li> <li>● Help writers use spelling strategies. (Session 7)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers notice that lives are full of stories to tell. (Session 1: Mini-lesson)</li> <li>● Writers plan for writing by touch and tell, sketch, then writing. (Session 2: Mini-lesson)</li> <li>● Writers use pictures to add on to their writing. (Session 3: Mini-lesson)</li> <li>● Writers stretch words to spell them as they hear and record all of the sounds. (Session 4: Mini-lesson)</li> <li>● Writers zoom in and focus on small moments. (Session 5: Mini-lesson)</li> <li>● Writers use partnerships and storytelling to help support their writing. (Session 6: Mini-lesson)</li> <li>● Writers read their writing like their read their books. (Session 7: Mini-lesson)</li> </ul>
<p>Bend II: Bringing Small Moment Stories to Life</p> <p>Goal: Writers bring small moment stories to life.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Help children write with greater volume. (Session 8)</li> <li>● Support elaboration. (Session 9)</li> <li>● Invite students to not just tell, but to show their characters' feelings. (Session 10)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers unfreeze their characters in their writing and make them come to life. (Session 8: Mini-lesson)</li> <li>● Writers tell stories in itsy-bitsy steps. (Session 9: Mini-lesson)</li> <li>● Writers make their characters think and feel. (Session 10: Mini-lesson)</li> <li>● Writers use drama to bring stories to life. (Session 11: Mini-lesson)</li> <li>● Writers use familiar words to spell new words. (Session 12: Mini-lesson)</li> <li>● Writers edit their work by checking for capital letters and end marks. (Session 13: Mini-lesson)</li> </ul>



<ul style="list-style-type: none"> <li>• Support writers in working with parts of words, rather than just letters. (Session 12)</li> </ul>	
<p>Bend III: Studying Other Writers' Craft</p> <p>Goal: Writers study other writers' craft.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>• Help writers use audience and purpose to decide which craft moves to emulate. (Session 14)</li> <li>• Coach small groups in using exact action words. (Session 15)</li> <li>• Support writers using craft moves through the writing process. (Session 16)</li> </ul>	<ul style="list-style-type: none"> <li>• Writers study a story and notice ways that the author makes it special. (Session 14: Mini-lesson)</li> <li>• Writers analyze action words in mentor texts. (Session 15: Mini-lesson)</li> <li>• Writers analyze pop-out words in mentor texts. (Session 16: Mini-lesson)</li> <li>• Writers turn to other mentor texts to support their writing. (Session 17: Mini-lesson)</li> </ul>
<p>Bend IV: Fixing and Fancying Up Our Best Work</p> <p>Goal: Writers fix and fancy up their best work.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>• Support writers with different types of revision. (Session 18)</li> <li>• Support students in their editing work: spelling and conventions. (Session 19)</li> <li>• Provide specific support with publication preparation. (Session 20)</li> </ul>	<ul style="list-style-type: none"> <li>• Writers use everything they know to revise their writing. (Session 18: Mini-lesson)</li> <li>• Writers use a checklist to help them edit their writing. (Session 19: Mini-lesson)</li> <li>• Writers make books ready for the library. (Session 20: Mini-lesson)</li> <li>• Writers celebrate their writing. (Session 21: Mini-lesson)</li> </ul>

## Grammar Focus

### Goal:

- Writers will use verbs in the present, past, and future tense. (Patterns of Power: Lesson Set 3-5)

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The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

- Writers use verbs to show actions. (Patterns of Power: Unit 3)
- Writers use present tense verbs to show that something is happening now. (Patterns of Power Unit 3)
- Writers use past tense verbs to show that something happened in the past. (Patterns of Power Unit 4)
- Writers use future tense verbs to show that something will happen. (Patterns of Power Unit 5)

## Suggested Resources/Technology Tools

### School to Home Connections

#### Mentor Texts

\*Night of the Veggie Monster by George McClements (Bloomsbury) trade book pack

\*Trade books available in your units of study.

### Possible Launching Lessons

#### Suggested Texts and Resources:

\*\**Some Pets* by Angela Diterlizzi (present tense verbs)

\*\**Amelia Bedelia Makes a Friend* by Herman Parish (past tense verbs)

\*\**Cy Makes a Friend* by Ann Marie Stephens (present tense verbs)

Shortcut by Donald Crews (HarperCollins)

Chrysanthemum by Kevin Henkes (HarperCollins)

Joshua's Night Whispers by Angela Johnson (Scholastic)

Peter's Chair by Ezra Jack Keats (Penguin) The Kissing Hand by Audrey Penn (Tanglewood Press)

The Relatives Came by Cynthia Rylant (Simon & Schuster)

A Chair for My Mother by Vera B. Williams (HarperCollins)

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.

#### Suggested Authors of Children's Books

Byrd Baylor

Eric Carle

Joy Cowley

Donald Crews  
Lois Ehlert  
Judith Viorst  
Charlotte Zolotow

### **Conferring Scenarios Charts**

Narrative Writing

Customizable Labels

### **Internet Resources:**

**Build a Book** <http://www.bookbuilderonline.com/>

### **BrainPop Videos:**

**Sentences** <https://www.brainpop.com/search/?keyword=sentences>

**Dialogue** <https://www.brainpop.com/search/?keyword=Dialogue>

### **Additional Resources:**

Teachers College Reading and Writing Project Website

Correlations to the Common Core State Standards

### **Writing Paper Choices**

Paper Choice: Table of Contents

Paper Choice: Table of Contents (Horizontal)

Paper Choice: Box with 2 Lines (Horizontal)

Paper Choice: Box with 3 Lines (Horizontal)

Paper Choice: Box with 4 Lines

Paper Choice: Box with 6 Lines

Paper Choice: Box with 7 Lines

Paper Choice: Box with 8 Lines

Paper Choice: Box with 9 Lines

Paper Choice: Back-of-the-Book Blurb Page

Paper Choice: Revision Page without Name Line

Paper Choice: First Place Blue Ribbon Review Page

Paper Choice: List Paper

Paper Choice: How-to Page

### **Anchor Charts**

How to Write a Story

Color / B&W

Ways to Bring Stories to Life

Color / B&W

Ways to Spell Words

Color / B&W

Learning Craft Moves from a Mentor Author

Color / B&W

### **Session 1**

Conference Notes Grid

Chart: How to Write a Story

Anchor chart: How to Write a Story

FIG. 1-2 Giancarlo's story

## **Session 2**

Narrative Writing Checklist, Kindergarten and Grade 1

Chart: How to Write a Story

Anchor chart: How to Write a Story

## **Session 3**

FIG. 3-1 Maxwell's rock-climbing story

## **Session 4**

Planning for Small-Group Instruction

Chart: Ways to Spell Words

Anchor chart: Ways to Spell Words

FIG. 4-1 Ziekariba's story

FIG. 4-2 Teacher demonstration text

FIG. 4-5 Emani's story

FIG. 4-6 Interactive writing

## **Session 5**

FIG. 5-1 Heather's story

## **Session 6**

Chart: Storytelling with a Partner

FIG. 6-1 Luka's story

## **Session 7**

Narrative Writing Checklist, Grades 1 and 2

FIG. 7-1 Emma's first story

FIG. 7-2 Emma's revised, focused story

FIG. 7-3 Kidiamary's story

FIG. 7-4 Angelina's story

FIG. 7-5 Taivaun's story

## **Session 8**

Chart: Ways to Bring Stories to Life!

Anchor chart: Ways to Bring Stories to Life

FIG. 8-1 Sekou's story

## **Session 9**

Chart: Ways to Bring Stories to Life!

Anchor chart: Ways to Bring Stories to Life

## **Session 10**

Chart: Ways to Bring Stories to Life!

Anchor chart: Ways to Bring Stories to Life

FIG. 10-1 Gina's story

FIG. 10-3 Skylah's story

**Session 11 not available on-line**

## **Session 12**

Chart: Ways to Spell Words

Anchor chart: Ways to Spell Words

FIG. 12-1 Steven's story

FIG. 12-2 Spencer's story

## **Session 13**

Narrative Writing Checklist, Grades 1 and 2

[FIG. 13-1 Melisa's story](#)  
[FIG. 13-2 Rawshan's story](#)

#### **Session 14**

[FIG. 14-1 Eliza's story](#)

**Session 15 not available on-line**

#### **Session 16**

[FIG. 16-1 Ronald's story](#)

**Session 17 not available on-line**

#### **Session 18**

[Chart: Ways to Bring Stories to Life!](#)  
[Anchor chart: Ways to Bring Stories to Life](#)  
[FIG. 18-1 George's story with revisions](#)

#### **Session 19**

[Illustrated Editing Checklist](#)  
[FIG. 19-2 Gabriela's edits](#)

#### **Session 20**

[Paper Choice: Back-of-the-Book Blurb Page](#)  
[FIG. 21-1 Alexa's story](#)  
[FIG. 21-2 Ella's piece](#)  
[FIG. 21-3 Chase's story](#)

#### **Spanish Mentor Texts**

[Mentor Text Lists](#)

#### **Spanish Assessment**

[Narrative Writing Checklist](#)  
[Illustrated Narrative Writing Checklist](#)

#### **Spanish Classroom Materials/Charts**

Unit 1, Anchor Chart 1: How to Write a Story  
[Color](#) / [B&W](#)  
Unit 1, Anchor Chart 2: Ways to Bring Stories to Life  
[Color](#) / [B&W](#)  
Unit 1, Anchor Chart 3: Ways to Spell Words  
[Color](#) / [B&W](#)  
Unit 1, Anchor Chart 4: Learning Craft Moves from a Mentor Author  
[Color](#) / [B&W](#)

[Writing Process Chart](#)  
[Unit 1: Figure 10-2 Give life to our stories](#)

#### **Spanish Student Writing Samples**

**NARRATIVE**  
[Grade 1 Spanish Translation of English Language Student Writing Samples](#)  
[Grade 1 Spanish Language Student Writing Sample](#)

Modifications

See suggestions for implementation listed under each goal.

### Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 2a: Reading (Word Detectives)

**Word Detectives:** Strategies for Using High-Frequency Words and for Decoding (If/ Then Book)

### Summary and Rationale

This unit is organized into three parts. The first bend is about students becoming word detectives and being able to try to decode tricky words. The second bend is where students draw on prior knowledge, increase their high-frequency words, and try to solve unknown words. The third bend focuses on close reading and using visual information effectively. Teachers will teach students how to use their phonics knowledge, develop spelling patterns, contractions, and compound words. Throughout this unit, students will also continue to develop their fluency skills.

### Recommended Pacing

November to December (8 weeks)

Standards	
Reading: Literature	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
Reading: Foundational Skills	
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
Speaking and Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.6	Produce complete sentences when appropriate to task and situation.
Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). C. Identify real-life connections between words and their use (e.g., note places at home that are cozy). D. 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.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> )
Writing	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Interdisciplinary Connections	
Visual and Performing Standard	



1.3.2.B.1	Music (The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. ) Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.2	Music (Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.) Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.C.3	Theatre (Voice and movement have broad ranges of expressive potential.) Voice and movement have broad ranges of expressive potential: Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
1.3.2.D.1	(Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.) Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
Integration of Technology	
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Readers will be on the lookout for tricky words and use everything they know to decode the words slowly.</li> <li>• Readers will use snap words to help them solve new tricky words.</li> <li>• Readers will break words into parts, use vowels to help them, and smooth out their reading to build meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers become word detectives when solving tricky words?</li> <li>• How do readers use snap words to help them solve unknown words?</li> <li>• How do readers break tricky words into parts and smooth out their reading?</li> </ul>
Evidence of Learning (Assessments)	
Formative Assessments One-on-One Conferences  <b>Unit Common Assessment:</b> High Frequency Words List B TCRWP High Frequency Word Assessments: <ul style="list-style-type: none"> <li>• <a href="#">High Frequency Words Directions.pd</a></li> <li>• <a href="#">High Frequency Words List B.pdf</a></li> </ul>	

**Reading:**

- TC Running Record Reading Assessment

**Objectives (SLO)**

Students will know: (Goals)

Students will be able to: (Teaching Points)

**BEND I: Word Detectives in Training**

Goal: Word detectives will use word patterns to help them solve tricky words.

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***Suggestions for Differentiation******Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Support children to build on skills and strategies. (Session 1)
- Use running records to help determine reading levels, inform your teaching, and provide feedback. (Session 2)
- Support children to move up reading levels. (Session 3)
- Support children reading well below benchmark in guided reading. (Session 4)
- Help students to monitor their reading. (Session 5)

- Readers become word detectives and notice tough words as they read and stop to solve these words right away. (Session 1: Mini-Lesson)
- Word detectives will look closely at words to get clues, making sure they look across the whole word to solve it. (Session 2: Mini-Lesson)
- Word detectives will use everything they know to solve problems as they read. (Session 3: Mini-Lesson)
  - Readers use what they know to solve tricky words they do not know.
    - Read Aloud Suggestion: (I am Enough)- utilize the comparisons in the story: like the sun I am here to \_\_\_\_\_ (shine). Like the voice I am here to \_\_\_\_\_ (sing). Like the bird I am here to \_\_\_\_\_ (fly and soar). Look or show the first letter and have the students use decoding skills, as well as the comparison, to decode each word. Be a word detective.
- Word detectives do a “slow check” by reading words slowly, sliding their finger under the word, and checking all the parts that look right. (Session 4: Mini-Lesson)
- Readers will learn how to become a good reading partner. (Session 5: Mini-Lesson)

**BEND II: Word Detectives Tap into the Power of Snap Words**

Goal: Word detectives use snap words to help them solve tricky words.

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***Suggestions for Differentiation******Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Assess student knowledge of high-frequency words to guide instruction. (Session 6)

- When word detectives see a word that they know, they read it in a snap! (Session 6: Mini-Lesson)
- Word detectives use snap words as clues to think about what makes sense. (Session 7: Mini-Lesson)
- Word detectives ask themselves, “Does this mystery word remind me of another word I know?” Readers then think of a similar snap word to help figure out the new word. (Session 8: Mini-Lesson)
- Word detectives turn new words into snap words. (Session 9: Mini-Lesson)

<ul style="list-style-type: none"> <li>● Use guided reading to build a repertoire of words. (Session 7)</li> <li>● Use a variety of methods to teach analogy. (Session 8)</li> <li>● Learn new words by working with different texts and with different media. (Session 9)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers use snap words to read in longer phrases, making their reading sound smoother. (Session 10: Mini-Lesson)</li> </ul>
<p>BEND III: Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read</p> <p>Goal: Word detectives use the knowledge of letters, sounds, and words to help them read tricky words.</p> <p>-----</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Practice word solving through independent, guided, and shared reading. (Session 11)</li> <li>● Support students by creating linking charts and word sorts for words ending in -ed. (Session 13)</li> <li>● Use your word wall as a reference during reading workshop. (Session 14)</li> <li>● Help readers continue to move into higher levels of text. (Session 15)</li> <li>● Support students to solve contractions as they read. (Session 16)</li> <li>● Reread to build meaning. (Session 17)</li> <li>● Use compliments, coaching, and goal-setting to support students. (Session 18)</li> </ul>	<ul style="list-style-type: none"> <li>● Word detectives can break words into parts as they read, trying a word until it makes sense and sounds right. (Session 11: Mini-Lesson)</li> <li>● Readers pay close attention to the beginning of a word, especially looking closely to see if any letters go together. (Session 12: Mini-Lesson)</li> <li>● Word detectives watch out for endings, break words into parts, and make sure that their reading makes sense and sounds right. (Session 13: Mini-Lesson)</li> <li>● Word detectives look closely at vowels inside words, especially side-by-side vowels. Then readers try the word in different ways until it makes sense and sounds right. (Session 14: Mini-Lesson)</li> <li>● Word detectives use parts of words they know to figure out tricky new words. (Session 15: Mini-Lesson)</li> <li>● Word detectives watch out for unusual words in their books, such as contractions. (Session 16: Mini-Lesson)</li> <li>● Word detectives read to fix up tricky words, then they can read the same text again to make their reading sounds smooth. (Session 17: Mini-Lesson)</li> <li>● Word detectives use everything they know to show off their skills. They notice a problem, solve it, check it, and reread to make it smooth. (Session 18: Mini-Lesson)</li> </ul>
<p><b>Read Aloud:</b></p> <p>Interactive read-aloud is an opportunity to support children in thinking deeply and talking about books, enriching their reading lives, and stretching them beyond their current reading level. Texts for interactive read-aloud should be towards end-of-year benchmark levels I, J, or K. The lesson plans can be found at the back of Word Detectives, Grade 1, If/ Then Unit.</p> <p><i>Nate the Great</i> by Marjorie Weinman Sharmat is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud.</p> <p><b>Shared Reading:</b></p> <p>In this unit, the suggested shared reading texts are the book <i>The Birthday Boy</i>, by Debbie Croft and the familiar song, “Down by the Bay.” The lesson plans can be found at the back of Word Detectives, Grade 1, If/ Then Unit.</p>	

Below are suggested lenses, in this unit, for each day's shared reading time:

**DAY ONE: Using Meaning, Syntax, and Visual Information to Solve Tricky Words**

- Readers use some of the basic word-solving skills they know, begin to learn new ways to solve words, and draw on their meaning, structure, and visual information.

**DAY TWO: Cross-Checking Sources of Information (MSV) (Meaning, Syntax, and Visual)**

- Readers monitor their reading by asking, "Does it make sense? Does it sound right? Does it look right?"

**DAY THREE: Word Study**

- Word detectives build on more high-frequency words, study phonics, grow their vocabulary, and reread texts with more word automaticity

**DAY FOUR: Fluency**

- Readers will read with appropriate pacing, parsing, and prosody.

**DAY FIVE: Putting It All Together**

- Readers orchestrate all three cueing systems and use everything they've learned thus far as word detectives.

## Suggested Resources/Technology Tools

### School to Home Connections

**Mentor Texts:**

\*Country Mouse and a Town Mouse by Ruth Mattison (Pioneer Valley Books) trade book pack

\*Lost Socks by Dawn McMillan (Pioneer Valley Books) trade book pack

\*\*\*I am Enough by Grace Byers

**Read-Aloud and Shared Reading Texts:**

\*The Birthday Boy by Debbie Croft (Cengage) trade book pack

Donovan's Word Jar by Monalisa DeGross (HarperCollins)

\*Nate the Great (Book 1) by Marjorie Weinman Sharmat (Penguin Random House) trade book pack

\*Trade books included in your units of study.

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.

**Suggested Texts and Resources:**

Max's Words by Kate Banks (Farrar, Straus and Giroux)

Take Away the A by Michael Escoffier (Enchanted Lion Books)

The Boy Who Loved Words by Roni Schotter (Schwartz & Wade)

The Word Collector by Sonja Wimmer (Cuento de Luz)

The Photo Book by Beverly Randell (Rigby PM Platinum Collection, Houghton Mifflin Harcourt)

Tiger, Tiger by Beverly Randell (Rigby PM Platinum Collection, Houghton Mifflin Harcourt)

Wake Up, Dad by Beverly Randell (Rigby PM Platinum Collection, Houghton Mifflin Harcourt)

Fiction Series Young Cam Jansen series by David A. Adler (Penguin Random House)

Nate the Great series by Marjorie Weinman Sharmat (Penguin Random House)

The High-Rise Private Eyes series by Cynthia Rylant (HarperCollins)

## **Resources for Teachers A Guide to the Reading Workshop:**

Primary Grades by Lucy Calkins (Heinemann)

Building Good Reading Habits by Lucy Calkins and Elizabeth Dunford Franco, from Units of Study for Teaching Reading (Grade 1, Unit 1) (Heinemann)

Learning About the World by Amanda Hartman, from Units of Study for Teaching Reading (Grade 1, Unit 2) (Heinemann)

Readers Have Big Jobs to Do by Elizabeth Dunford Franco, Havilah Jespersen, and Lindsay Barton from Units of Study for Teaching Reading (Grade 1, Unit 3)

(Heinemann) TCRWP Classroom Libraries, Grade 1 On-Level and Below Benchmark curated by Lucy Calkins, Molly Picardi, Katie Wears, and Colleagues (Heinemann)

Words Their Way by Donald R. Bear, Marcia R. Invernizzi, Shane Templeton, Francine Johnston (Pearson)

## **Internet Resources:**

**Build A Book** <http://www.bookbuilderonline.com/>

**Activities:** <https://www.pioneervalleybooks.com/resource-center/>

**Decoding Strategies** [http://www.fcrr.org/staffpresentations/RHudson/word\\_work\\_RF\\_Longisland\\_FCRR.pdf](http://www.fcrr.org/staffpresentations/RHudson/word_work_RF_Longisland_FCRR.pdf)

**Vocabulary List** <http://www.mrjonathan.com/mxrm9files/NatVoc/Grade%201%20NationalVoc.pdf>

**High Frequency Sight Word Lists and Resources** <http://www.sightwords.com/sight-words/fry/>

## **BrainPop Videos:**

**Context Clues** <https://www.brainpop.com/search/?keyword=context+clues>

**Learn About Words** <https://jr.brainpop.com/search/?keyword=word>

**Writing Process** <https://www.brainpop.com/search/?keyword=writing>

## **Additional Resources:**

[Teachers College Reading and Writing Project Website](#)

[Correlations to the Common Core State Standards](#)

## **Concepts About Print**

[Directions](#)

[Implications](#)

[Recording Form](#)

## **High Frequency Words**

[Directions](#)

[Implications](#)

[List A](#)

[List B](#)

[List C](#)

[List D](#)

[List E](#)

[List F](#)

[List G](#)

[List H](#)

## **Letter Identification**

[Directions](#)

[Implications](#)

[Recording Form](#)

## **Student Copy**

### **Anchor Charts**

"How to Be a Word Detective"

Color / B&W

"Word Detectives Use Snap Words to Read"

Color / B&W

"Word Detectives Take an Even Closer Look!"

Color / B&W

"Good Habits for Solving Hard Words"

Color / B&W

### Session 1 ▶

FIG. 1-1: Top Secret Letter #1

FIG. 1-2: Mission #1

FIG. 1-3: This reader would benefit from support . . .

"How to Be a Word Detective" anchor chart

Mission Sheet template

### Session 2 ▶

FIG. 2-1: Detectives look closely (picture of detectives)

FIG. 2-2: Mission #2

FIG. 2-3: Special tools for word detectives

FIG. 2-4: A reader like this will benefit from more practice monitoring . . .

"How to Be a Word Detective" anchor chart

"Good Habits for Solving Hard Words" anchor chart

Readers Look Closely lyrics

Link to Ghostbusters Theme

### Session 3 ▶

FIG. 3-1: Mission #3

FIG. 3-2: Austin and Kedar teach their little friends how to solve tricky words

"Good Habits for Solving Hard Words" anchor chart

"How to Be a Word Detective" anchor chart

"Good Habits for Solving Hard Words" small version of anchor chart

### Session 4 ▶

FIG. 4-1: Mission #4

"How to Be a Word Detective" anchor chart

### Session 5 ▶

"How to Be a Word Detective" anchor chart

FIG. 5-1: Mission #5

"Word Detective Always Check!" checklist

"Reading Partners Help Each Other By Saying" chart

"How to Play Guess the Covered Word" chart

"What Makes a Good Reading Partner?" chart

Session 6 ▶

FIG. 6-1: Letter from Detective Agency: Training Is Complete

FIG. 6-2: The official word detective badge

FIG. 6-3: A personal word wall folder. . .

FIG. 6-4: Participating in interactive writing

"Word Detectives Use Snap Words to Read" anchor chart

Word-Detective Badge Template

Session 7 ▶

FIG. 7-1: "My Trip to the Circus"

FIG. 7-2: Today's session will be especially helpful for readers . . .

FIG. 7-3: Sageda edits her writing by looking for snap words

"Word Detectives Use Snap Words to Read" anchor chart

"How to Be a Word Detective" anchor chart

"How to Play Guess the Covered Word" chart

Session 8 ▶

"Word Detectives Use Snap Words to Read" anchor chart

FIG. 8-1: Sorting mystery words that look like snap words

FIG. 8-2: Students' word-sorting chart

FIG. 8-3: Letter from Emmy to word detectives

FIG. 8-4: Postcard from Emmy's friend with tricky words

Session 9 ▶

"Word Detectives Use Snap Words to Read" anchor chart

FIG. 9-1: This reader is stopping to solve words that should be read in a snap . . .

FIG. 9-2: Muhamed collects new snap words on Post-its as he reads

FIG. 9-3: Sharing word collections with new partners. . .

FIG. 9-4: Well-known words are added to a word jar . . .

Session 10 ▶

"Word Detectives Use Snap Words to Read" anchor chart

FIG. 10-1: Practicing reading sentences in longer phrases

"Scoop Up Words" chart

Session 11 ▶

"Word Detectives Take an Even Closer Look!" anchor chart

FIG. 11-1: Studying a word carefully using a document camera

Session 12 ▶

"Word Detectives Take an Even Closer Look!" anchor chart

FIG. 12-1: Using a blends and digraph chart will help readers make links between their word study work and their reading

FIG. 12-2: Aayush records a word he found . . .

### Session 13 ▶

"Word Detectives Take an Even Closer Look!" anchor chart

FIG. 13-1: Amshu covers an ending . . .

FIG. 13-2: The beginning of an individualized blends and digraphs linking chart

### Session 14 ▶

"Word Detectives Take an Even Closer Look!" anchor chart

"Good Habits for Solving Hard Words" anchor chart

FIG. 14-1: Words with common vowel teams highlighted on the word wall

FIG. 14-2: Vowel team chart

FIG. 14-3: The detective agency sends a letter with mystery words

FIG. 14-4: An example of a teacher-made word scanner

Letter from The Super Secret Detective Agency

"Vowel Teams" chart

### Session 15 ▶

"Readers Look Closely" lyrics

Link to Ghostbusters Theme

"Word Detectives Take an Even Closer Look!" anchor chart

FIG. 15-1: A thank you letter addressed to the Super Secret Detective Agency

### Session 16 ▶

"Word Detectives Take an Even Closer Look!" anchor chart

FIG. 16-1: Looking for contractions in a "lineup" of word-wall words

### Session 17 ▶

"How to Be a Word Detective" anchor chart

"Word Detectives Use Snap Words to Read" anchor chart

"Word Detectives Take an Even Closer Look!" anchor chart

### Session 18 ▶

FIG. 18-1: Final top-secret mission

FIG. 18-2: Clues for mystery words

### Read Aloud ▶

## **A WORD ABOUT READ-ALOUD AND ANCHOR-CHART STICKY NOTES**

Because the printing process for these pads is different than for sticky notes without printing, a little extra care is needed when pulling the pages off the pad and applying them to books and charts. For best results, to ensure the sheets do not tear and adhere well:

- Pull each sheet off slowly and carefully.
- Run your thumb across the top once to minimize curling.



- Apply the notes only to paper, ie, books and chart paper (not, for example, directly on walls or whiteboards).

### Readers Talk About Books

Read Aloud Prompts

Color / B&W

### **Spanish Classroom Materials/Charts**

How to Be a Word Detective

Color / B&W

Word Detectives Use Snap Words to Read

Color / B&W

Word Detectives Take an Even Closer Look!

Color / B&W

Good Habits for Solving Hard Words

Color / B&W

## Modifications

See suggestions for implementation listed under each goal.

### [Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 2b: Writing How-to Texts

Writing How-to Books (If/ Then Book)

Summary and Rationale

In this unit, students will study writing procedural texts, also known as how-to texts. In the first bend, students will analyze the structure of how-to books. In the second bend, students will think about the clarity of directions as well as writing mechanics as they write. In the third, and final bend in this unit, students will revise their how-to texts, then share them with an audience.

Prior to starting the bends, however, make sure to give your students an immersion week before starting the mini-lessons. This will help students transition into this new unit. During the immersion week, you should use a multitude of mentor texts to provide students with exposure to “how-to” texts through shared reading, as well as interactive and/or shared writing so that they can experience writing a “how-to” text in a whole class setting - tips are listed below. These lessons should take place before you begin the mini-lessons in the spiral. More information on the unit and each bend is located in the If/ Then Grade One Writing Book located on pages 30-40.

### Recommended Pacing

September to October (8 weeks)

### Standards

#### Reading: Informational Text

RI.1.2	Identify the main topic and retell key details of a text
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.1.7	Use the illustrations and details in a text to describe its key ideas.

#### Writing

W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Speaking and Listening

SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.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.1.6	Produce complete sentences when appropriate to task and situation
Language	
L.1.1	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p>
Interdisciplinary Connections	
Visual and Performing Standards	
1.3.2.B.2	(Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.) Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.D.1	(Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.) Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
Integration of Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>Writers introduce the genre and help students tap into their inner expert.</li> <li>Writers consider their audience as well as their purpose for writing, and use how-to mentor texts to support their writing.</li> <li>Writers edit, revise, and finally celebrate their how-to texts.</li> <li>Writers use end marks, start every sentence with a capital letter, use nouns to show people, places, and things, and capitalize names. (Patterns of Power: Lesson Sets 1, 2, 4.3)</li> </ul>	<ul style="list-style-type: none"> <li>How do writers introduce the genre and help students tap into their inner expert?</li> <li>How do writers consider their audience as well as their purpose for writing, and use how-to mentor texts to support their writing?</li> <li>How do writers edit, revise, and finally celebrate their how-to texts?</li> <li>How can writers study and apply grammar moves to use in their writing?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p><b>Unit Common Assessment:</b>  Score the following elements on the information rubric for grade one:</p> <ul style="list-style-type: none"> <li>Lead, Transitions, Ending, Elaboration, Craft, Punctuation</li> </ul> <p>Information Writing Checklists</p> <ul style="list-style-type: none"> <li>Grade K and Grade 1</li> <li>Grade 1</li> <li>Grade 1 Illustrated</li> <li>Grade 1 and Grade 2</li> </ul> <p>Student Writing Samples</p> <ul style="list-style-type: none"> <li><u>Grade 1</u></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>TCRWP Writing Rubrics and Student Editing Samples</li> <li>TCRWP Editing Checklists</li> </ul>	
<b>Objectives (SLO)</b>	
<p><b>IMPORTANT TIPS FOR IMMERSION:</b></p> <p>During the first week, teachers should plan time for sharing mentor texts so that students can all explore common texts together and analyze the texts during shared reading with a writer’s perspective. Interactive and shared writing are also important ways for students to see the process of writing how-to texts.* The most challenging part of this unit is having first graders think about every single direction in order to teach someone how to do something. This is first taught by mentioning all the materials needed to complete the task as well as the procedures in full detail. In order to practice this, ask your students to discuss all the steps on how to complete a task.</p>	

**\*Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

### HOW-TO WRITING TOPICS:

- How to Brush Your Teeth
- How to Bake a Cake
- How to Make a Cup of Hot Chocolate
- How to Get Ready for School
- How to Be a Good Friend
- How to Make a Friend

\*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p><b>BEND I: Getting Started: Thinking of Topics, Rehearsing, and Writing Tons of Books</b></p> <p>Goal: Writers chose a topic to write a how-to text and use procedural words in their writing.</p>	<ul style="list-style-type: none"> <li>● Writers can analyze mentor how-to texts and notice the way the writing is very explicit and procedural.</li> <li>● Writers can choose a how-to topic and be able to describe the procedural steps. <ul style="list-style-type: none"> <li>○ Writers consider why they might choose to write a “How To” booklet, when they might generate ideas, and</li> </ul> </li> <li>● Writers can use words such as, “first, then, next, after that, and finally” in their how-to text.</li> </ul>
<p><b>BEND II: Write in Such A Way That Readers Can Read the Text and Follow the Directions</b></p> <p>Goal: Writers check to make sure their how-to text has explicit directions.</p>	<ul style="list-style-type: none"> <li>● Writers can identify their purpose for writing their how-to text.</li> <li>● Writers can identify their audience for their how-to writing.</li> <li>● Writers troubleshoot and make sure that every step is there and clear in their how-to text.</li> </ul>
<p><b>BEND III: With Feedback, Writers Can Revise Their How-to Texts, Make New Texts Worlds Better, and Share Them with an Audience</b></p> <p>Goal: Writers revise their how-to texts and share them with an audience.</p>	<ul style="list-style-type: none"> <li>● Writers can edit and revise their how-to text and ensure that they are using proper punctuation.</li> <li>● Writers can work together with their writing partners and be able to provide feedback on each other’s work.</li> <li>● Writers can celebrate their writing and share their how-to text with an audience.</li> </ul>
<p><b>Grammar Focus</b></p> <p>Goal 1: Writers study and apply grammar moves to use in their writing.</p> <p>-----</p> <p>The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade</p>	<ul style="list-style-type: none"> <li>● Writers can identify that sentences end with punctuation marks. (Patterns of Power: Lesson Set 1)</li> <li>● Writers can use nouns to show people, places, and things. (Patterns of Power: Lesson Set 2)</li> <li>● Writers will capitalize dates and names of people (Patterns of Power: Lesson 4.3)</li> </ul>

level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

### Suggested Resources/Technology Tools

## School to Home Connections

### **HOW-TO MENTOR TEXTS:**

How-to mentor texts may include recipes, step-by-step drawing books, and/ or directions for games, crafts, or models.

Some suggested mentor texts may include, but are not limited to:

- *Amelia Bedelia Makes a Friend* by Herman Parish\*\*/\*\*
- *Should I Share My Ice Cream?* by Mo Williams\*\*
- *Word Collector* by Peter Reynolds \*\*
- *A New Home* by Tania de Regil
- *How to Be a Baby, by Me the Big Sister*, by Sally Lloyd-Jones
- *How to Teach a Slug to Read*, by Susan Pearson
- *101 Things to Make and Do*, published by Parragon
- *How to Babysit a Grandpa*, by Jean Reagan
- *How to Be a Ballerina*, by Harriet Castor
- *How to Make Bubbles, How to Make Slime, How to Make a Bouncing Egg, How to Make a Liquid Rainbow*, by Lori Shores
- *Change it! Solids, Liquids, Gases and You*, by Adrienne Mason
- *How a House is Built*, by Gail Gibbons
- *How to Lose All Your Friends*, by Nancy Carlson
- *Let's Cook!*, by Backpack Books (or any other cookbooks for kids)
- *My First Ballet Class*, by Alyssa Satin Capucilli

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.

### **Conferring Scenarios Charts**

Information Writing

Customizable Labels

### **Additional Resources:**

Teachers College Reading and Writing Project Website

Correlations to the Common Core State Standards

### **Internet Resources:**

#### **Build A Book**

<http://www.bookbuilderonline.com/>

<https://www.pioneervalleybooks.com/resource-center/>

#### **BrainPop Scientific Method**

<https://www.brainpop.com/science/scientificinquiry/scientificmethod/>

**BrainPop Types of Writing** <https://www.brainpop.com/search/?keyword=information+writing>

**Writing Process** <https://www.brainpop.com/search/?keyword=writing>

**Research a Topic** <https://www.brainpop.com/search/?keyword=research+writing>

**Write a Report** <https://www.brainpop.com/search/?keyword=writing+report>

### **Writing Paper Choices**

Paper Choice: Table of Contents

Paper Choice: Table of Contents (Horizontal)

Paper Choice: Box with 2 Lines (Horizontal)

Paper Choice: Box with 3 Lines (Horizontal)

Paper Choice: Box with 4 Lines  
Paper Choice: Box with 6 Lines  
Paper Choice: Box with 7 Lines  
Paper Choice: Box with 8 Lines  
Paper Choice: Box with 9 Lines  
Paper Choice: Back-of-the-Book Blurb Page  
Paper Choice: Revision Page without Name Line  
Paper Choice: First Place Blue Ribbon Review Page  
Paper Choice: List Paper  
Paper Choice: How-to Page



## Modifications

**Please note:** The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

**NOTES FOR DIFFERENTIATION:** These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

### Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

## Unit 3a - Reading Non-Fiction

### **Learning About the World:** Reading Non-Fiction (Book 2)

#### Summary and Rationale

In this unit, students will dive into nonfiction and be able to ask and answer questions about their informational books. Students will use the images in their nonfiction books to help them better understand their topics and solve tricky words. Students will continue to focus on comprehension, increase their fluency, and build upon their vocabulary while reading nonfiction texts. In the final bend, students will focus on reading aloud like experts with expression and drama. Students will practice making their reading come alive, engage their audience, and celebrate their reading.

### Recommended Pacing

January to February (8 weeks)

### Standards

#### Reading: Informational Text

RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.

#### Reading: Foundational Skills

RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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.

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
Speaking and Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.6	Produce complete sentences when appropriate to task and situation.
Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.3	(Begins in grade 2) Vocabulary Acquisition and Use
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (ex. colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>B. Define words by category and by one or more key attributes (e.g. a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> )
Writing	

W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Interdisciplinary Connections	
Science Standards	
1-LS3-1.	Science: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]
2-PS1-1.	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]
Visual Art	
1.3.2.D.5	(Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world. ) Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
Integration of Technology	
8.12.A.2	(Select and use applications effectively and productively.) Create a document using a word processing application.
8.1.2.A.4	(Select and use applications effectively and productively.) Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Social Justice Standards	
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>• Readers get smart on nonfiction topics.</li> <li>• Readers tackle super hard words in order to keep learning.</li> <li>• Readers find interesting things to share, read with feeling, read like a writer, and bring drama to their reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers study one page at a time and discuss what is happening in their books?</li> <li>• How do readers crash word parts together to solve the whole word and ensure that it makes sense?</li> <li>• How do readers find interesting things to share, read with feeling, read like a writer, and bring drama to their reading?</li> </ul>
Evidence of Learning (Assessments)	
<p><b>Unit Common Assessment:</b> High Frequency Words List C</p> <p>TCRWP High Frequency Word Assessments:</p> <ul style="list-style-type: none"> <li>• <a href="#">High Frequency Words Directions.pdf</a></li> <li>• <a href="#">High Frequency Words List C.pdf</a></li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• TC Running Record Reading Assessments</li> </ul>	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I: Getting Smart on Nonfiction Topics</p> <p>Goal: Nonfiction readers will read about new topics, bring the topic to life, and recall information from their books.</p> <p>-----</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>• Move from reader to reader quickly, spreading the excitement of a new unit. (Session 1)</li> <li>• Use table compliments to create energy around the new work. (Session 2)</li> <li>• Help children read closely, think inferentially, and maintain learned habits. (Session 3)</li> <li>• Support readers who fall below benchmark level. (Session 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Readers will use what they already know about sneak peeks and use that knowledge to help them read about new topics. (Session 1: Mini-Lesson)</li> <li>• Students will learn how to linger on a page and use the pictures to find more details about the information presented in the text. (Session 2: Mini-Lesson)</li> <li>• Readers will bring the information on the page to life by envisioning the information and learning more from the text. (Session 3: Mini-Lesson)</li> <li>• Readers will put the parts (Session 4: Mini-Lesson)</li> <li>• Readers recall information from their books and begin to read with expression. (Session 5: Mini-Lesson)</li> <li>• Readers will celebrate their new knowledge by talking with their classmates about what they’ve learned from their books. (Session 6: Mini-Lesson) <ul style="list-style-type: none"> <li>○ Readers may want to notice people in their nonfiction books who have experiences that are similar and different from them. They may want to notice people who are “like me” and</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Support children’s retelling and recall skills. (Session 5)</li> <li>● Lift the level of student talk and assess their learning. (Session 6)</li> </ul>	<p>people who are “different from me”, and think about ways that we can be friendly to and inclusive of everyone.</p> <ul style="list-style-type: none"> <li>○ Readers may also notice the following: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.</li> </ul>
<p>BEND II: Tackling Super Hard Words in Order to Keep Learning</p> <p>Goal: Readers use all their tools in their toolbox to help them solve tricky words.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Coach readers to use all that they know. (Session 7)</li> <li>● Support readers in various ways and move them toward independence. (Session 8)</li> <li>● Support the learning of new vocabulary. (Session 10)</li> <li>● Use charts as tools. (Session 11)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers are persistent, especially when they get stuck on tricky words in their books. (Session 7: Mini-Lesson)</li> <li>● Readers will “crash” the word parts together and check that the word makes sense by checking the beginning, middle, and ending sounds. (Session 8: Mini-Lesson)</li> <li>● Readers slow down to check that a word looks right and then rereads to see if it makes sense. (Session 9: Mini-Lesson)</li> <li>● Readers solve tricky words by saying the word the best they can, and then think about meaning of the word. (Session 10: Mini-Lesson)</li> <li>● Readers use keywords to think and talk about the information in their books. (Session 11: Mini-Lesson)</li> <li>● Readers reread a page to find the just-right sound. (Session 12: Mini-Lesson)</li> </ul>
<p>BEND III: Reading Aloud Like Experts</p> <p>Goal: Readers read aloud like experts.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Use table conferences to support fluency, determine importance, and think about the text. (Session 13)</li> <li>● Support students who are reading at higher levels. (Session 14)</li> <li>● Support students in studying craft and structure, reading like writers. (Session 15)</li> <li>● Prepare for the celebration by rehearsing read-alouds. (Session 17)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers find interesting things to share from the nonfiction books that they read. (Session 13: Mini-lesson)</li> <li>● Readers read with feeling. (Session 14: Mini-lesson)</li> <li>● Readers read like a writer. (Session 15: Mini-lesson)</li> <li>● Readers plan to talk and think about keywords. (Session 16: Mini-lesson)</li> <li>● Readers use drama to bring their reading aloud to life. (Session 17: Mini-lesson)</li> <li>● Readers celebrate their reading to learn about the world. (Session 18: Mini-lesson)</li> </ul>

- Use compliments to celebrate and reinforce new strategies. (Session 18)

### **Read Aloud:**

Interactive read-aloud is an opportunity to support children in thinking deeply and talking about books, enriching their reading lives, and stretching them beyond their current reading level. Texts for interactive read-aloud should be towards end-of-year benchmark levels I, J, or K. The lesson plans can be found at the back of Learning About the World, Grade 1, Unit 2 book.

*Super Storms* by Seymour Simon is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud.

### **Shared Reading:**

In this unit, the suggested shared reading texts/ poems are *Owls*, by Mary R. Dunn, “Eagle Flight”, and “Migration” by Georgia Heard. Teachers may use popular songs such as “Blackbird,” by The Beatles or “Three Little Birds,” by Bob Marley. These lesson plans can be found at the back of Learning About the World, Grade 1 book.

Below are suggested lenses, in this unit, for each day’s shared reading time:

DAY ONE: Warm up, Book Introduction, and MSV (Meaning, Syntax, and Visual)

- Readers draw attention to text features and reread with fluency, expression, and rhythmic voices.

DAY TWO: Cross-Checking MSV (Meaning, Syntax, and Visual)

- Readers practice breaking words into parts and crashing the parts together while thinking about what would make sense and sound right. Readers check for comprehension as they read.

DAY THREE: Word Study

- Readers reread with fluency, use more high-frequency words, use phonics features, and work on breaking up multisyllabic words.

DAY FOUR: Fluency and Expression

- Readers reread new and familiar texts, emphasize fluency, and read with expression.

DAY FIVE: Putting It All Together

- Students generate questions and topics for further reading and study.

## **Suggested Resources/Technology Tools**

### **School to Home Connections**

#### **Mentor Texts:**

- \*Hang On, Monkey! by Susan B. Neuman (National Geographic Books)
- I Want to Be a Doctor by Dan Leibman (Firefly Books)
- \*Sharks by Anne Scheiber (National Geographic Books)

#### **Read-Aloud and Shared Reading Texts:**

- \*Read-Aloud and Shared Reading Texts *Owls* by Mary R. Dunn (Capstone Press)

\*Super Storms by Seymour Simon (Chronicle Books)  
“Eagle Flight” by Georgia Heard “Migration” by Georgia Heard

\*Trade books are included in your units of study.  
\*\* These books are included in the Patterns of Power program.  
\*\*\*This trade book is included in the diverse mentor texts.

### **Suggested Texts and Resources**

A Day at the Firehouse by Giovanni Caviezel (Barron’s Educational Series)  
Tuti’s Play by Jan Reynolds (Bebop Books)  
Video clip from Wild Kratts from PBS

### **Internet Resources:**

**Discover Animals:** <https://www.pebblego.com/>  
<http://discoverykids.com/>  
<http://www.seymoursimon.com/>

### **Additional Resources:**

[Teachers College Reading and Writing Project Website](#)  
[Correlations to the Common Core State Standards](#)

### **Anchor Charts**

How to Get Super Smart About Nonfiction Topics  
[Color / B&W](#)  
Good Habits for Solving Hard Words  
[Color / B&W](#)  
How to Read Aloud Like an Expert  
[Color / B&W](#)

### **Session 1**

["How to Get Super Smart" anchor chart](#)  
["Reading Partners Work Together" anchor chart from Unit 1](#)  
["Readers Build Good Habits" chart](#)  
["Good Habits for Solving Hard Words" anchor chart](#)

### **Session 2**

["How to Get Super Smart" anchor chart](#)  
["Reading Partners Work Together" anchor chart](#)  
["How Can I Teach My Readers?" anchor chart \(from Grade 1 Unit 2 of the Units of Study for Writing\)](#)

### **Session 3**

["How to Get Super Smart" anchor chart](#)  
["Reading Partners Work Together" anchor chart](#)

### **Session 4**

["How to Get Super Smart" anchor chart](#)

### **Session 5**

["How to Get Super Smart" anchor chart](#)

### **Session 6**



["How to Get Super Smart" anchor chart](#)  
["How Can I Teach My Readers?" chart](#)  
[Figure 6-3: "Students can jot goals quickly"](#)

**Session 7**

["Good Habits for Solving Hard Words" anchor chart](#)

**Session 8**

["Good Habits for Solving Hard Words" anchor chart](#)

**Session 10**

["Good Habits for Solving Hard Words" anchor chart](#)

**Session 13**

["How to Get Super Smart" anchor chart](#)

**Session 15**

["How Can I Teach My Readers?" chart](#)  
["How Can I Teach My Readers?" chart](#)  
["How to Read Aloud Like an Expert" anchor chart](#)

**Session 17**

["How to Read Aloud Like an Expert" anchor chart](#)  
["How to Get Super Smart" anchor chart](#)

**Session 18**

["How to Read Aloud Like an Expert" anchor chart](#)

**Read Aloud**

["Readers TALK About Books" anchor chart](#)  
Read Aloud Prompts for Super Storms  
[Color / B&W](#)

**Spanish Mentor Texts**

[Mentor Text Lists](#)

**Spanish Classroom Materials/Charts**

Unit 2, Anchor Chart 1: Get Super Smart About Nonfiction Topics  
[Color / B&W](#)  
Unit 2, Anchor Chart 2: Good Habits for Solving Hard Words  
[Color / B&W](#)  
Unit 2, Anchor Chart 3: Read Aloud Like an Expert  
[Color / B&W](#)

**Modifications**

See suggestions for implementation listed under each goal.

**[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)**

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 3b- Writing Non-fiction

### Writing Non-fiction Chapter Books (Book 2: Information)

#### Summary and Rationale

This unit focuses on students writing their own non-fiction chapter books. In the first bend, students will begin to gather information and write down as much information as possible on their topic. In the second bend, students will give their nonfiction text more structure and organize their writing into a table of contents and chapters. In the third and final bend, writers will edit, revise, celebrate and share their writing.

#### Recommended Pacing

January to February (8 weeks)

#### Standards

##### Reading: Informational Text

RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above

##### Reading: Foundational Skills

RF.1.1	RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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RF.1.2	<p>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.</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
RF.1.3	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>
RF.1.4	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
Speaking and Listening	
SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	SL.1.6. Produce complete sentences when appropriate to task and situation.
Language	

L.1.1	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>F. Use frequently occurring conjunctions (e.g., and, but, or, so, because)</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
Writing	
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
Interdisciplinary Connections	
Science Standards	
2-PS1-1.	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]
Visual and Performing Standard	
1.3.2.B.2	(Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.) Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.D.1	(Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.) Create two- and three-

	dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.3.2.D.5	(Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world. ) Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
Integration of Technology	
8.1.2.A.2	(Select and use applications effectively and productively.) Create a document using a word processing application.
8.1.2.A.4	(Select and use applications effectively and productively.) Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>Writers choose a topic, gather information, and begin to write their non-fiction text.</li> <li>Writers add structure to their non-fiction text by including a table of contents and chapters.</li> <li>Writers include images in their non-fiction text. Writers also edit, revise, and finally celebrate their nonfiction writing.</li> <li>Writers use complete sentences and frequently occurring conjunctions (Patterns of Wonder 1.8)</li> </ul>	<ul style="list-style-type: none"> <li>How do writers choose a topic, gather information, and begin to write their non-fiction text?</li> <li>How do writers add structure to their non-fiction text by including a table of contents and chapters.</li> <li>How do writers include images in their non-fiction text? How do writers edit, revise, and finally celebrate their nonfiction writing?</li> <li>How can writers study and apply grammar moves to use in their writing?</li> </ul>
Evidence of Learning (Assessments)	
<b>Unit Common Assessment:</b> <ul style="list-style-type: none"> <li>Assess the student's final non-fiction chapter book using the information rubric on the following elements. <ul style="list-style-type: none"> <li>Overall</li> <li>Lead</li> <li>Ending</li> <li>Elaboration*</li> <li>Craft*</li> <li>Spelling</li> <li>Punctuation</li> </ul> </li> </ul>	
Information Writing Checklists <ul style="list-style-type: none"> <li>Grade K and Grade 1</li> <li>Grade 1</li> <li>Grade 1 Illustrated</li> <li><u>Grade 1 and Grade 2</u></li> </ul>	

## Student Writing Samples

- Grade 1

### Reading:

- TC Running Record Reading Assessments

### Objectives (SLO)

#### IMPORTANT TIPS FOR IMMERSION:

During the first week, teachers should plan time for sharing mentor texts so that students can all explore common texts together with a writer's lens. Interactive and shared writing are also important ways for students to see the process of writing non-fiction texts.\* The most challenging part of this unit is having first graders only write facts about their topic and not their personal opinions.

**\*Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

\*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

#### Students will know: (Goals)

#### Students will be able to: (Teaching Points)

#### BEND I: Writing Teaching Books with Independence

Goal: Writers teach all about their topic by organizing their information.

##### ***Suggestions for Differentiation***

##### ***Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Remind children that they are experts who have many lessons to share. (Session 1)
- Rally kids to get started on the big work of the unit. (Session 2)
- Challenge kids to increase their productivity and to elaborate more, writing longer. (Session 3)
- Make today's focus on illustrations bigger and more ambitious. (Session 4)
- Small-group work to support vowels and other challenges. (Session 5)
- Give students strong direction in writing whole new drafts. (Session 6)
- Support students in studying and analyzing their writing. (Session 7)

- Writers teach all about their topic by organizing their information and using a teaching voice. (Session 1: Mini-Lesson)
- Writers plan what they are going to say before they write. (Session 2: Mini-Lesson)
- Writers try to picture who their readers will be. (Session 3: Mini-Lesson)
- Writers include illustrations in their teaching books to help teach their readers even more. (Session 4: Mini-Lesson)
- Writers bravely spell the challenging, expert words that help teach their topic. (Session 5: Mini-Lesson)
- Readers help writers know where to add more details and where to subtract details. (Session 6: Mini-Lesson)
- Writers assess how well they are doing and set goals to become even better writers. (Session 7: Mini-Lesson)
- Writers reread their writing closely, making sure they have included correct spelling, capitals, and punctuation. (Session 8: Mini-Lesson)

#### BEND II: Nonfiction Writers Can Write Chapter Books!

Goal: Nonfiction writers organize their writing into chapters.

- Writers will begin to organize their writing into chapters and include a table of contents. (Session 9: Mini-Lesson)

<p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Teach structure: knowing that these are six-year olds. (Session 9)</li> <li>● Write up a storm. (Session 10)</li> <li>● Confer to ensure students have grasped the essentials of the unit. (Session 11)</li> <li>● Support volume and thoughtfulness. (Session 12)</li> <li>● Small-group inquiry to support students in experimenting with conventions. (Session 14)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers plan and write individual chapters. (Session 10: Mini-Lesson)</li> <li>● Non-fiction writers use different strategies to say more and teach others. (Session 11: Mini-Lesson)</li> <li>● Writers draw on everything they have already learned to teach their readers, including writing how-to pages, persuasive writing, and stories in their books. (Session 12: Mini-Lesson)</li> <li>● Writers write an introduction for their books to let their reader now what they will learn, and they write a conclusion that leaves their reader with a big thought or idea. (Session 13: Mini-Lesson)</li> <li>● Non-fiction writers fix up their writing for readers by pretending to be a reader and by thinking, “Does this match what I know about how to write this kind of writing well? (Session 14: Mini-Lesson)</li> </ul>
<p>Bend III: Writing Chapter Books with Greater Independence</p> <p>Goals: Nonfiction writers use images and photos to give their nonfiction writing more detail. Writers continue to revise and edit their work.</p> <hr/> <p style="text-align: center;"><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Help students see that independence means thinking I can. (Session 15)</li> <li>● Form research groups around surveys, videos, and reading about your topics. (Session 16)</li> <li>● Support students in using more complex sentence structures. (Session 17)</li> <li>● Set students up for the final revision of the unit. (Session 18)</li> <li>● Support students’ editing through interactive writing. (Session 19)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers use all of the tools around them to make a plan to write their best book ever. (Session 15: Mini-Lesson)</li> <li>● Non-fiction writers use images and photos to help them say more about their topic. (Session 16: Mini-Lesson)</li> <li>● Writers use punctuation to help their readers change their voices. (Session 17: Mini-Lesson)</li> <li>● Writers rely on all the craft moves they have learned, even craft moves from other genres, to write their teaching books. (Session 18: Mini-Lesson)</li> <li>● Writers edit their writing so that it is ready to be published and go out into the world. (Session 19: Mini-Lesson)</li> <li>● Writers share their expertise with an audience, teaching their audience about their topics, and all that they’ve learned. (Session 20: Mini-Lesson)</li> </ul>
<p>Grammar Focus</p> <p>Goal: Writers study and apply grammar moves to use in their writing.</p> <hr/> <p>The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level</p>	<ul style="list-style-type: none"> <li>● Writers will use a noun and a verb to write a sentence. (Patterns of Power: Lesson 6)</li> <li>● Writers use will conjunctions to add details and tell more. (Patterns of Wonder:1.8)</li> </ul>



expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

## Suggested Resources/Technology Tools

### School to Home Connections

#### **Mentor Texts:**

\*Sharks by Anne Schrieber (National Geographic) trade book pack

\*Trade book is included in your units of study.

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.

#### **Suggested Texts and Resources:**

\*\**I Am Enough* by Grace Byrnes

Star Wars: R2-D2 and Friends by Simon Beecroft (DK Publishing)

Invaders from Outer Space by Phillip Brookes (DK Publishing)

Bugs Bugs Bugs! by Jennifer Dussling (DK Publishing)

My Football Book by Gail Gibbons (HarperCollins)

The Story of Chocolate by Caryn Jenner (DK Publishing) May be reproduced for classroom use. © 2013 by Lucy Calkins and Colleagues from the TCRWP from Units of Study in Opinion, Information, and Narrative Writing, Grades K–5 (Heinemann: Portsmouth, NH).

Watch Me Grow: Elephant by Lisa Magloff (DK Publishing)

Trucks by Wil Mara (National Geographic)

Change It!: Solids, Liquids, Gases and You by Adrienne Mason (Kids Can Press)

Yo! Yes? by Chris Raschka (Scholastic)

Rigby PM Pets series, such as Cats, Goldfish, Mice Big Babies, Little Babies (DK Publishing)

Star Wars: Spaceships (Scholastic)

#### **Conferring Scenarios Charts**

Information Writing

Customizable Labels

#### **Internet Resources:**

##### **BrainPop Videos:**

**Writing Process** <https://www.brainpop.com/search/?keyword=writing>

**Research a Topic** <https://www.brainpop.com/search/?keyword=research+writing>

**Write a Report** <https://www.brainpop.com/search/?keyword=writing+report>

#### **Additional Resources:**

Teachers College Reading and Writing Project Website

## Correlations to the Common Core State Standards

### **Writing Paper Choices**

Paper Choice: Table of Contents  
Paper Choice: Table of Contents (Horizontal)  
Paper Choice: Box with 2 Lines (Horizontal)  
Paper Choice: Box with 3 Lines (Horizontal)  
Paper Choice: Box with 4 Lines  
Paper Choice: Box with 6 Lines  
Paper Choice: Box with 7 Lines  
Paper Choice: Box with 8 Lines  
Paper Choice: Box with 9 Lines  
Paper Choice: Back-of-the-Book Blurb Page  
Paper Choice: Revision Page without Name Line  
Paper Choice: First Place Blue Ribbon Review Page  
Paper Choice: List Paper  
Paper Choice: How-to Page

### **Anchor Charts**

How to Write a Teaching Book  
Color / B&W  
How Can I Teach My Readers?  
Color / B&W  
Ways to Spell Words  
Color / B&W

### **Session 1**

Information Writing Checklist, Kindergarten  
FIG. 1-1 Teacher demonstration text  
FIG. 1-2 Lea's first draft

### **Session 2**

Information Writing Checklist, Kindergarten  
Chart: How to Write a Teaching Book  
Anchor chart: How to Write a Teaching Book  
FIG. 2-1 Marco's draft

### **Session 3**

Chart: How Can I Teach My Readers?  
Anchor chart: How Can I Teach My Readers?

### **Session 4**

Chart: How Can I Teach My Readers?  
Anchor chart: How Can I Teach My Readers?  
FIG. 4-2 Student's drawing of a building  
FIG. 4-3 Student's story

### **Session 5**

Information Writing Checklist, Kindergarten  
Chart: Ways to Spell Words  
Anchor chart: Ways to Spell Words  
FIG. 5-1 Teacher demonstration text  
FIG. 5-2 Student's story  
FIG. 5-4 Takuma's story

### **Session 6**

FIG. 6-1 Class book page

### **Session 7**

Information Writing Checklist, Grades 1 and 2

FIG. 7-1 Hattie's book on "Headbands"

### **Session 9**

Chart: Chapter Titles

FIG. 9-1 Student Table of Contents

FIG. 9-2 Student Table of Contents

### **Session 10**

Chart: Tip sheet printed on label paper

FIG. 10-2 Gabriel's book

### **Session 11**

Chart: How Can I Teach My Readers?

Anchor chart: How Can I Teach My Readers?

FIG. 11-1 Caroline's book

FIG. 11-2 Joseph's book "Ants"

### **Session 12**

Paper Choice: List Paper

Information Writing Checklist, Grades 1 and 2

Paper Choice: How-To Page

FIG. 12-2 Student's how-to page

FIG. 12-3 Student's list page

### **Session 13**

Chart: Introductions Can...

### **Session 14**

Chart: Philip's Book (FIG. 14-1)

Chart: Ways to Spell Words

Anchor chart: Ways to Spell Words

FIG. 14-3 Brian's chapter from "Dinosaurs: Danger"

FIG. 14-4 Gabriel's chapter from "Motorcycles: Motorcycles Are Expensive"

### **Session 15**

Information Writing Checklist, Grades 1 and 2

Chart: How Can I Teach My Readers?

Anchor chart: How Can I Teach My Readers?

### **Session 16**

Chart: How Can I Teach My Readers?

Anchor chart: How Can I Teach My Readers?

### **Session 17**

Chart: Famous Site in Queens (FIG. 17-1)

Chart: Punctuation (FIG. 17-2)

### **Session 18**

Chart: How Can I Teach My Readers? (Teacher-Created Version)

Chart: How Can I Teach My Readers? (Typeset Version)

Anchor chart: How Can I Teach My Readers?

Information Writing Checklist, Grades 1 and 2

Chart: Restaurants (FIG. 18-1)

FIG. 18-2 Karl's page

FIG. 18-3 Wan Jin's page

**Session 19**

Chart: Ways to Spell Words

Anchor chart: Ways to Spell Words

Chart: Illustrated Editing Checklist

**Session 20**

FIG. 20-1 Derek's published piece, "Plants"

FIG. 20-2 Brendan's published piece, "Holidays"

**Modifications**

See suggestions for implementation listed under each goal.

**[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)**

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

## Unit 4a - Reading (Readers Have a Big Job to Do)

### **Readers Have a Big Job to Do: Fluency, Phonics, and Comprehension (Book 3)**

#### Summary and Rationale

This unit has four parts. The first part strengthens readers' abilities to monitor their reading and take action when they encounter a problem. The second part helps readers develop efficient strategies for word solving, while the third part focuses on comprehension in longer texts. The final part celebrates reading by putting it all together, by reading with fluency, and showing off all the skills that have been developed in this unit.

#### Recommended Pacing

February to March (8 weeks)

#### Standards

##### Reading: Literature

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.

RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
Reading: Foundational Skills	
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
Speaking and Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL.1.6	Produce complete sentences when appropriate to task and situation.
Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).				
Writing					
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				
Interdisciplinary Connections					
Visual and Performing Standard					
1.3.2.A.3	Dance (The integrity of choreographed sequences is maintained by personal and group spatial relationships.) Dance movement skills also require concentration and the intentional direction of focus during performance. Performing Arts: Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.				
1.3.2.C.3	Music (Voice and movement have broad ranges of expressive potential.) Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.				
Integration of Technology					
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).				
<table border="1"> <thead> <tr> <th>Enduring Understandings:</th><th>Essential Questions:</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Reader use all their strategies to solve tricky words and check their work to see if it makes sense.</li> <li>Readers problem-solve, think about words that would fit, and slow down to break up long words.</li> <li>Readers work to understand, reread if they don't get it, and make movies in their mind as they read.</li> <li>Readers investigate ways to make their reading sound great.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>How do readers self-monitor their work while reading tricky words?</li> <li>How do readers slow down and break up long words as they read?</li> <li>How do readers check for understanding and make movies in their minds?</li> <li>How do readers work together with their reading partners to make their reading more fluent?</li> </ul> </td></tr> </tbody> </table>		Enduring Understandings:	Essential Questions:	<ul style="list-style-type: none"> <li>Reader use all their strategies to solve tricky words and check their work to see if it makes sense.</li> <li>Readers problem-solve, think about words that would fit, and slow down to break up long words.</li> <li>Readers work to understand, reread if they don't get it, and make movies in their mind as they read.</li> <li>Readers investigate ways to make their reading sound great.</li> </ul>	<ul style="list-style-type: none"> <li>How do readers self-monitor their work while reading tricky words?</li> <li>How do readers slow down and break up long words as they read?</li> <li>How do readers check for understanding and make movies in their minds?</li> <li>How do readers work together with their reading partners to make their reading more fluent?</li> </ul>
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Evidence of Learning (Assessments)					
<b>Formative Assessments</b> <b>One-on-one conference notes</b>  <b>Reading:</b> <ul style="list-style-type: none"> <li>TC Running Record Reading Assessments</li> <li>DIBELS</li> </ul>					

- Nonsense Words (only students who did not meet benchmark)

## Objectives (SLO)

Students will know: (Goals)

Students will be able to: (Teaching Points)

BEND I: Readers Have an Important Job to Do

Goal: Readers check to make sure that what they are reading makes sense.

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### ***Suggestions for Differentiation***

#### ***Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Notice and celebrate signs of perseverance. (Session 1)
- Move students toward bigger challenges. (Session 2)
- Analyze running records to inform your teaching. (Session 3)
- Coach partners to use the skills they've learned. (Session 5)

- Readers take charge of their reading and stop at the first sign of trouble and try to fix the problem. (Session 1: Mini-Lesson)
- Readers use more than one strategy to figure out the hard parts, trying something and then something else to get the job done. (Session 2: Mini-Lesson)
- Readers triple check their reading and ask themselves, "Does this make sense? Does this look right? Does it sound right?" (Session 3: Mini-Lesson)
- Readers reflect on strategies they use and make a plan to be the best reader that they can be. (Session 4: Mini-Lesson)
- Readers call on partners to help them use strategies and check their reading, especially when it's really tough. (Session 5: Mini-Lesson)

BEND II: Readers Add New Tools to Read Hard Words

Goal: Readers can add new tools to read hard words.

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### ***Suggestions for Differentiation***

#### ***Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Use guided reading to move kids to new levels. (Session 6)
- Learn from running records. (Session 7)
- Support independence in word solving. (Session 8)
- Support independence in reading. (Session 9)

- Readers think about what is happening in the story to help them problem solve the difficult word. (Session 6: Mini-Lesson)
- Readers listen carefully as they read to consider what word might come next and think, "What kind of word would fit here?" (Session 7: Mini-Lesson)
- Readers slow down to break up longer words part by part. (Session 8: Mini-Lesson)
- Readers use the strategy of analogy to solve new words by recalling one that looks similar. (Session 9: Mini-Lesson)
- Readers use what they know about letter combinations and try many ways to get the word right. (Session 10: Mini-Lesson)
- Readers read sight words in continuous text fluency and expand their repertoire of known words by rereading. (Session 11: Mini-Lesson)



### BEND III: Readers Use Tools to Understand Their Books

Goal: Readers check to make sure that they are keeping track of their story and are comprehending the text.

#### ***Suggestions for Differentiation***

##### ***Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Support students in reading for meaning. (Session 12)
- Strengthen strategies to support comprehension. (Session 13)
- Support readers' understanding of the text. (Session 14)

- Readers work to understand their books and reread if they don't get it. (Session 12: Mini-Lesson)
- Readers envision the scene as they read, using the pictures and the words to make a movie in their mind. (Session 13: Mini-Lesson)
- Readers keep track of the story by seeing who is talking and noticing the dialogue as they read. (Session 14: Mini-Lesson)
  - Read Aloud Suggestion: *Pass the Ball Mo* by David Adler- utilize pages with speaking text.
    - How can you keep track of who is talking?
    - What is the character saying that can help you determine who is talking?
  - Mini Lesson Suggestion: How do readers read dialogue? Practice reading dialogue like you would speak.
- Readers stop and use clues in the illustrations and the text to infer meanings of unfamiliar vocabulary. (Session 15: Mini-Lesson)
- Readers learn more about the books they are reading by thinking about the characters' experiences and comparing their experiences to our own world.
  - Read Aloud Suggestion: (Amelia Bedelia Makes a Friend)- pg 6-9: How are the friends different? How are they alike? What do friends do together? How do good friends respect each other's differences?
  - Mini Lesson Suggestion: Students can think of a friend and draw something that makes them different and like their friend. Turn and talk: share and describe some ways that they are similar and different from people.

### BEND IV: Readers Use Everything They Know to Get the Job Done

Goal: Readers use their word-solving strategies as well as give their partner feedback to help them read more fluently.

#### ***Suggestions for Differentiation***

##### ***Conferring/Small Group Instruction***

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Provide logistics and supports for orchestrating reading. (Session 16)

- Readers will draw from their full repertoire of word-solving strategies to tackle challenges with greater automaticity. (Session 16: Mini-Lesson)
- Readers will notice and name what makes an audio book engaging for the listener and then apply these same strategies to improve their fluency. (Session 17: Mini-Lesson)
- Readers teach partners to give each other feedback to improve their reading fluency. (Session 18: Mini-Lesson)

- Teach for fluency and reflecting on data.  
(Session 17)

### Read Aloud:

Interactive read-aloud is an opportunity to support children in thinking deeply and talking about books, enriching their reading lives, and stretching them beyond their current reading level. Texts for interactive read-aloud should be towards end-of-year benchmark levels I, J, or K. The lesson plans can be found at the back of Readers Have Big Jobs to Do, Grade One.

*Frog and Toad are Friends*, by Arnold Lobel is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud.

*Pass the Ball Mo* by David Adler is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud.

### Shared Reading:

In this unit, the suggested shared reading text is *Tumbleweed Stew*, by Susan Stevens Crummel. Teachers may also use the suggested song, “Be a Reading Boss!” These lesson plans can be found at the back of Readers Have Big Jobs to Do, Grade One.

Below are suggested lenses, in this unit, for each day’s shared reading time:

DAY ONE: Warm-up, Book Introduction, and MSV (Meaning, Syntax, and Visual)

- Readers will go through the process of efficiently trying multiple strategies and drawing on all three cueing systems (MSV) to solve unknown words.

DAY TWO: Cross-Checking Sources of Information (MSV)

- Readers will read for comprehension and check to make sure their reading makes sense, sounds right, and looks right.

DAY THREE: Word Study

- Readers will build on sight words, study phonics, build upon vocabulary, and reread texts with more automaticity and fluency.

DAY FOUR: Fluency

- Readers will pay attention to punctuation, read for meaning, and fluency.

DAY FIVE: Putting It all Together

- Readers will celebrate their reading by reading with greater comprehension and fluency.

## Suggested Resources/Technology Tools

[School to Home Connections](#)

**Mentor Texts:**

\*Zelda and Ivy The Runaways, by Laura Mcgee Kvasnosky, Sparks, Candlewick Press

\*\*\**Pass the Ball* Mo by David Adler

### **Read-Aloud and Shared Reading Texts**

Frog and Toad are Friends, by Arnold Lobel, An I Can Read Book Level 2

Tumbleweed Stew, by Susan Stevens Crummel. Green Light Readers Level 2 (Can be Used for Reader's Theater)

### **Session 14 Page 90 in Unit 3 Book**

\*Trade books are included in your units of study.

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.

### **Additional Resources:**

Teachers College Reading and Writing Project Website

Correlations to the Common Core State Standards

### **Unit 3, Session 18, Anchor Chart 2**

The final sheet of Anchor Chart 2 "Reading Partners Work Together" that is introduced in Unit 3, Session 18 is missing from the printed pad. We have added a PDF of the missing sheet to the Session 18 resources.

### **Concepts About Print**

Directions

Implications

Recording Form

### **High Frequency Words**

Directions

Implications

List A

List B

List C

List D

List E

List F

List G

List H

### **Letter Identification**

Directions

Implications

Recording Form

Student Copy

### **Anchor Charts**

Be the Boss of Your Reading

Color / B&W

Reading Partners Work Together

Color / B&W

Tools for Solving and Checking Hard Words

Color / B&W

Tools for Understanding Our Books

Color / B&W

### **Session 1**

"Be a Reading Boss" song lyrics

Stop! Go! Reading Signs

"Be the Boss of Your Reading!" anchor chart

"Good Habits for Solving Hard Words" anchor chart from Unit 2

### **Session 2**

"Be a Reading Boss" song lyrics

Weekly Planning Sheet

Stop! Go! Reading Signs

"Be the Boss of Your Reading!" anchor chart

"Good Habits for Solving Hard Words" anchor chart

"Reading Partners Work Together" anchor chart

### **Session 3**

"Be a Reading Boss" song lyrics

"Tools for Solving and Checking Hard Words" anchor chart

"Good Habits for Solving Hard Words" anchor chart

"Tools for Solving and Checking Hard Words" tool shelf chart

### **Session 4**

"Tools for Solving and Checking Hard Words" anchor chart

"Tools for Solving and Checking Hard Words" tool shelf chart

### **Session 5**

"Be a Reading Boss" song lyrics

"Tools for Solving and Checking Hard Words" anchor chart

"Reading Partners Work Together" anchor chart

Stop! Go! Reading Signs

"Be a Reading Boss" song lyrics

### **Session 6**

"Tools for Solving and Checking Hard Words" anchor chart

"Reading Partners Work Together" anchor chart

### **Session 7**

"Tools for Solving and Checking Hard Words" anchor chart

Figure 7-2: "Destiny edited her writing"

### **Session 8**

"Be the Boss of Your Reading" anchor chart

Figure 8-3: "Breaking a Word into Parts"

### **Session 9**

"Tools for Solving and Checking Hard Words" anchor chart

"Be the Boss of Your Reading" anchor chart

**Session 10 not available on-line**

### **Session 11**

"Tools for Solving and Checking Hard Words" anchor chart

"Tools for Solving and Checking Hard Words" checklist

### **Session 12**

"Tools for Understanding Our Books" anchor chart

"Reading Partners Work Together" anchor chart

**Session 13**

"Tools for Understanding Our Books" anchor chart

"Reading Partners Work Together" anchor chart

**Session 14**

"Tools for Understanding Our Books" anchor chart

**Session 15 not available on-line**

**Session 16**

Newspaper Job Posting

"Tools for Solving and Checking Hard Words" anchor chart

"Tools for Understanding Our Books" anchor chart

**Session 17**

"Ways to Sound Like a Reading STAR" chart

**Session 18**

Strategy Post-it "We make our reading sound its very best!"

**Read Aloud**

Read Aloud Prompts for Frog and Toad Are Friends

Color / B&W

**Spanish Mentor Texts**

Mentor Text Lists

**Spanish Classroom Materials/Charts**

Unit 3, Anchor Chart 1: Be the Boss of Your Reading

Color / B&W

Unit 3, Anchor Chart 2: Reading Partners Work Together

Color / B&W

Unit 3, Anchor Chart 3: Solving and Checking Hard Words

Color / B&W

Unit 3, Anchor Chart 4: Understanding Our Books

Color / B&W

**Modifications**

See suggestions for implementation listed under each goal.

**Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

## Unit 4b - Writing Reviews

### Writing Reviews (Book 3)

#### Summary and Rationale

This unit focuses on writing opinions and persuasive writing. In the first bend, students will bring in a collection of small items stored neatly in a shoebox. Their writing on their collection will become an introduction on writing reviews. In the second bend, students will practice writing reviews on anything and everything including restaurants, toys, and books to name a few examples. Finally, in the third bend, students will summarize, evaluate, judge, and defend their judgements. Students will continue to revise and edit their reviews and finally celebrate their writing.

#### Recommended Pacing

February to March (8 weeks)

#### Standards

##### Reading: Literature

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Reading: Informational Text	
RI.1.1	Ask and answer questions about key details in a text
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
Reading: Foundational Skills	
RF.1.1	RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2	RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	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.
RF.1.4	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
Speaking and Listening	
SL.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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	SL.1.6. Produce complete sentences when appropriate to task and situation.
Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Use frequently occurring adjectives. H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g. during, beyond, toward).
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, scowl</i> ), and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (ex. because).
Writing	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
Interdisciplinary Connections	
Visual and Performing Standards	
1.3.2.C.1	Theatre (Plays may use narrative structures to communicate themes.) Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
1.3.2.C.2	Theatre (Actors use voice and movement as tools for storytelling.) Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3	Theatre (Voice and movement have broad ranges of expressive potential.) Develop awareness of vocal range, personal space, and character-specific vocal and creative movement
Integration of Technology	
8.1.2.A.2	(Select and use applications effectively and productively.) Create a document using a word processing application.
8.1.2.A.4	(Select and use applications effectively and productively.) Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>Writers collect things, write opinions about their collections in convincing ways, and edit their work.</li> <li>Writers write reviews to persuade others.</li> <li>Writers make revisions on reviews and celebrate their work.</li> <li>Writers will use adjectives and prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>How do writers collect things, write opinions about their collections in convincing ways, and edit their work?</li> <li>How do writers write reviews to persuade others?</li> <li>How do writers make revisions on reviews and celebrate their work?</li> <li>How can writers study and apply grammar moves to use in their writing?</li> </ul>
Evidence of Learning (Assessments)	
<b>Unit Common Assessment:</b> Opinion Writing Rubrics <i>Score the Opinion On-Demand on the following elements:</i> <ol style="list-style-type: none"> <li>Lead</li> <li>Ending</li> <li>Organization</li> <li>Elaboration*</li> </ol>	

5. Craft\*
  6. Spelling
  7. Punctuation
- Grade 1

#### Opinion Writing Checklists

- Grade K and Grade 1
- Grade 1
- Grade 1 Illustrated
- Grade 1 and Grade 2

#### Student Writing Samples

- Grade 1

#### Reading:

- TC Running Record Reading Assessments

### Objectives (SLO)

#### IMPORTANT TIPS FOR IMMERSION:

During the first week, teachers should plan time for sharing mentor texts so that students can all explore common texts together from a writer's perspective. Interactive and shared writing are also important ways for students to see the process of writing opinion texts.\* During this unit, students will form an opinion about a topic and be able to support it with reasons why. It is also a good idea to split the class into pairs or groups and have debate about a topic. For example, if students are debating about a color they could say, "I see why you like yellow, because it reminds you of the sun, but I like green better because it reminds me of springtime when all the plants are growing."

**\*Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

#### POSSIBLE WRITING TOPICS:

- Favorite color
- Favorite type of food
- Favorite sport
- Favorite subject in school

\*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

Students will know: (Goals)

Students will be able to: (Teaching Points)

BEND I: Best in Show: Judging Our Collections

Goal: Writers create a collection, write an opinion on it, and be sure to back up their opinion with reasons.

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#### ***Suggestions for Differentiation***

#### *Conferring/Small Group Instruction*

*(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*

- Writers create a collection of something, spend time judging all that they've collected, and try to convince others on their opinion. (Session 1: Mini-lesson)
- Writers explore that when writing about their opinions, writers need to give several reasons and provide supporting details for these reasons. (Session 2: Mini-lesson)
- Writers read and study the work of other writers and then try to incorporate what they have learned into their own writing. (Session 3: Mini-lesson)

<ul style="list-style-type: none"> <li>● Launch the work by supporting thoughtful evaluations. (Session 1)</li> <li>● Support students in elaboration. (Session 2)</li> <li>● Confer to help students draw on learning from prior units of study. (Session 3)</li> <li>● Teach that counter argument requires respectful attention to opposing views and complex sentence structure. (Session 4)</li> <li>● Use small-group work to provide follow-up to the mini-lesson. (Session 5)</li> <li>● Use a variety of punctuation marks. (Session 6)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers expect disagreement and back up their opinions with reasons. (Session 4: Mini-lesson)</li> <li>● Opinion writers don't always write about their favorite thing, they also write about their least favorite thing. Writers back up their opinion with reasons and evidence. (Session 5: Mini-lesson)</li> <li>● Writers ask others who share the same opinion and work on being more convincing in their writing. (Session 6: Mini-lesson)</li> <li>● Writers often use checklists to make their writing the best it can be. (Session 7: Mini-lesson)</li> </ul>
<p>BEND II: Writing Persuasive Reviews</p> <p>Goal: Writers use mentor texts to help them create persuasive reviews.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Highlight the work of individual students as a way to invite others to give it a try. (Session 8)</li> <li>● Provide follow-up conferences. (Session 9)</li> <li>● Teach persuasive writers to include suggestions and warnings. (Session 10)</li> <li>● Let students intentions guide your conferring. (Session 11)</li> <li>● Teach capitalization via the small-group "ripple effect." (Session 12)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers study mentor texts and write to not only share their opinion, but to also persuade others to share their opinion. (Session 8: Mini-lesson)</li> <li>● Writers use a persuasive voice by writing as though they are talking right to their readers, offering important information. (Session 9: Mini-lesson)</li> <li>● Persuasive writers make comparisons and compare their writing to others. (Session 10: Mini-lesson)</li> <li>● Writers write book reviews to recommend titles and authors that they believe others should read. (Session 11: Mini-lesson)</li> <li>● Writing partners read each other's writing and use an editing checklist to give feedback on how to make their writing better. (Session 12: Mini-lesson)</li> <li>● Writers collect reviews that go together into a collection, or an anthology, to share with an audience that they hope to convince. (Session 13: Mini-lesson)</li> </ul>
<p>Bend III: Writing Persuasive Book Reviews</p> <p>Goal: Writers create persuasive book reviews and continue to edit and revise their work.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Plan for book reviews using strategies from narrative and information writing. (Session 14)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers write book reviews to recommend titles and authors that they believe others should read. (Session 14: Mini-lesson)</li> <li>● Book review writers give a sneak peek summary and are careful not to give away too many details about the book. (Session 15: Mini-lesson)</li> <li>● Writers check their sentences to make sure that they are just right. If the sentences aren't, writers use punctuation marks, linking words, or other editing tools to make them just right. (Session 16: Mini-lesson)</li> <li>● Writers use checklists to make sure that each and every part of their writing is as strong as it can be. (Session 17: Mini-lesson)</li> </ul>

<ul style="list-style-type: none"> <li>● Use all you know to write persuasively right from the start. (Session 15)</li> <li>● Follow up on past conferences: Making sure your teaching is sticking. (Session 16)</li> <li>● Use special print to emphasize words and phrases. (Session 17)</li> </ul>	
<p>Grammar Focus Goal: Writers study and apply grammar moves to use in their writing.</p> <p>-----</p> <p>The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.</p>	<ul style="list-style-type: none"> <li>● Writers will identify adjectives. (Patterns of Power: Lesson Set 7)</li> <li>● Writers will use adjectives to describe nouns. (Patterns of Power: Lesson Set 7)</li> <li>● Writers can use <i>a</i> or <i>an</i> to tell how many, and <i>the</i> to tell which one. (Patterns of Power: Lesson Set 8)</li> <li>● Writers can use prepositions such as <i>in</i>, <i>on</i>, <i>next to</i>, <i>at</i>, <i>in front</i>, etc. to show and tell where. (Patterns of Wonder: Lesson 2.12)</li> </ul>
<p style="text-align: center;"><b>Suggested Resources/Technology Tools</b></p>	
<p><b><u><a href="#">School to Home Connections</a></u></b></p> <p><b>Mentor Texts:</b>  Rush Hour: Traffic Jam, review of The Incredibles (Online resources Session 8)  Exemplar Student writing exemplar: Brandon writes about his bug collection (Online resources Session 3)</p> <p>* Trade books available in your units of study.</p> <p><b>Suggested Texts and Resources:</b></p> <p><b>**<i>Rabbit Stew</i> by Wendy Wahman</b>  <b>**<i>Sofia Martinez: Singing Superstar</i> by Jacqueline Jules</b>  <b>***<i>Not Norman</i> by Kelly Bennett and Noah Z. Jones</b>  <i>A Squiggly Story</i> by Andrew Larsen  <i>Surprising Sharks</i> by Nicola Davies (Candlewick Press)  <i>The Tale of Despereaux</i> by Kate DiCamillo (Candlewick Press)  <i>Goldilocks and the Three Bears</i> by James Marshall (Penguin)  <i>A Pet for Petunia</i> by Paul Schmid (HarperCollins)  <i>Imogene's Antlers</i> by David Small (Random House)  <i>Olivia Plants a Garden</i> by Emily Sollinger (Simon &amp; Schuster) <i>Earrings</i> by Judith Viorst (Simon &amp; Schuster)  <i>I Am Invited to a Party</i> by Mo Willems (Hyperion)  <i>Pigeon</i> books by Mo Willems (Hyperion)</p>	

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.

### **Periodicals that Review Literature**

The Horn Book Kirkus Review Resources for Teachers

The Process of Education by Jerome Bruner (Harvard University Press)

The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom by Dr. Brian Cambourne (Scholastic)

### **Conferring Scenarios Charts**

Opinion Writing

Customizable Labels

### **Internet Resources:**

#### **Brainpop Videos:**

**Types of Writing** <https://www.brainpop.com/search/?keyword=opinion+writing>

**Writing Process** <https://www.brainpop.com/search/?keyword=writing>

### **Additional Resources:**

Teachers College Reading and Writing Project Website

Correlations to the Common Core State Standards

### **Writing Paper Choices**

Paper Choice: Table of Contents

Paper Choice: Table of Contents (Horizontal)

Paper Choice: Box with 2 Lines (Horizontal)

Paper Choice: Box with 3 Lines (Horizontal)

Paper Choice: Box with 4 Lines

Paper Choice: Box with 6 Lines

Paper Choice: Box with 7 Lines

Paper Choice: Box with 8 Lines

Paper Choice: Box with 9 Lines

Paper Choice: Back-of-the-Book Blurb Page

Paper Choice: Revision Page without Name Line

Paper Choice: First Place Blue Ribbon Review Page

Paper Choice: List Paper

Paper Choice: How-to Page

### **Anchor Charts**

To Judge Fairly. . .

Color / B&W

Convince Your Reader!

Color / B&W

Ways to Spell Words

Color / B&W

### **Session 1**

Paper Choice: First Place Blue Ribbon Review Page

FIG. 1-1 Rosa's writing

### **Session 2**

Chart: Convince Your Reader!

Anchor chart: Convince Your Reader!

FIG. 2-1 Katerina's writing

### **Session 3**

Opinion Writing Checklist, Grades 1 and 2

Illustrated Opinion Writing Checklist, Grade 1

Illustrated Editing Checklist, Grade 1

FIG. 3-1 Brandon's writing

FIG. 3-2 Roselyn's collection draft

FIG. 3-3 Roselyn's revision

FIG. 3-4 Roselyn's second revision

Chart: Ways to Spell Words (from Nonfiction Chapter Books unit)

Anchor chart: Ways to Spell Words

### **Session 4**

Chart: Convince Your Reader!

Anchor chart: Convince Your Reader!

Chart: Some Polite and Thoughtful Ways to Disagree with Another Person's Opinion

### **Session 6**

Illustrated Checklist: "How Did I Make My Writing Easy to Read?" (Grade 1)

Typeset Checklist: "How Did I Make My Writing Easy to Read?" (Grade 1)

Chart: Convince Your Reader!

Anchor chart: Convince Your Reader!

FIG. 6-1 Jorge's edited piece

### **Session 7**

Illustrated Checklist: "How Did I Make My Writing Easy to Read?" (Grade 1)

Typeset Checklist: "How Did I Make My Writing Easy to Read?" (Grade 1)

Opinion Writing Checklist, Grades 1 and 2

FIG. 7-1 Gabriel's edited piece

### **Session 8**

Opinion Writing Checklist, Grades 1 and 2

Chart: Convince Your Reader (Session 8)

Anchor chart: Convince Your Reader!

Chart: Thinking Outside the Box...

Chart: What Do Review Writers Do to Make Their Reviews So Convincing?

FIG. 8-1 Jordan's writing

### **Session 9**

Chart: Convince Your Reader (Session 9)

Anchor chart: Convince Your Reader!

Chart: Important Information

Teacher text: Pinkberry

FIG. 9-1 Jordan's review

### **Session 10**

Chart: Check Out This Review!

Teacher text: Pinkberry, page 2

### **Session 11**

Chart: Don't Forget to Say Goodbye

Chart: Say Hello with a Catchy Introduction

FIG. 11-1 Marco's review revisions

Teacher text: Pinkberry, page 3

Teacher text: Review of Pinkberry

## Session 12

Illustrated Checklist: "How Did I Make My Writing Easy to Read?" (Grade 1)

Typeset Checklist: "How Did I Make My Writing Easy to Read?" (Grade 1)

Teacher-Written Review of the Movie "Mega Mind"

## Session 13

FIG. 13-1 Leander's published review

FIG. 13-2 Tori's published review

FIG. 13-2 Tori's published review

## Session 14

Opinion Writing Checklist, Grades 1 and 2

**Session 15 is not available on-line**

## Session 16

Link: Video from PBS Series Reading Rainbow

Chart: Give a Sneak Peek!

Chart: How to Give a Convincing Review

FIG. 16-1 Student's writing

## Session 17

Opinion Writing Checklist, Grades 1 and 2

FIG. 17-1 Tony's book review

FIG. 17-2 Aubrey's book review

## Session 18

FIG. 18-1 Edison's published book review

FIG. 18-2 Aiden's published book review

FIG. 18-3 Molly's published book review

## Modifications

See suggestions for implementation listed under each goal.

## Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

Unit 5a- Reading & Meeting Characters
Meeting Characters: A Study of Story Elements (Book 4)
Summary and Rationale
<p>In this unit, students will take a closer look at the characters in their stories. In the first bend, the students will begin their reading adventure and pay attention to where and when the story is happening. In the second bend, the students will study the characters and their relationships, learning about their likes and dislikes, their wants, and pay attention to what they do and say to infer feelings and motivations. In the third bend, readers will discover that books teach similar lessons and that students might group these books together to create categories, or essentially thematic baskets of stories. In the fourth, and final bend in this unit, readers will be encouraged to share their opinions that they have about the books that they've read.</p>
Recommended Pacing
April to May (8 weeks)
Standards



Reading: Literature	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
Reading: Foundation Text	
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
Speaking and Listening Skills	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	Produce complete sentences when appropriate to task and situation
Language	

L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because.)
Writing	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. P
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Interdisciplinary Connections	
Standard	
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
Integration of Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Social Justice Standards	
ID.K-2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.
ID.K-2.3	I know that all my group identities are part of me—but that I am always ALL me.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>• Readers preview their stories, make predictions, retell, and revisit books to notice more.</li> <li>• Readers analyze their characters, notice their relationships, observe their feelings, and notice how the reader's voice changes.</li> <li>• Readers discover lessons in familiar stories, keep life lessons in mind as they read, and make comparisons.</li> <li>• Readers share their opinions about the books that they read.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers preview their stories, make predictions, retell, and revisit books to notice more?</li> <li>• How do readers analyze their characters, notice their relationships, observe their feelings, and use different voices as they read?</li> <li>• How do readers discover lessons in familiar stories, keep life lessons in mind as they read, and make comparisons?</li> <li>• How do readers share their opinions about the books that they read?</li> </ul>
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> <li>• <b>Formative Assessments</b></li> <li>• <b>Conference notes</b></li> </ul> <p><b>Unit Common Assessment:</b> High Frequency Words List D</p> <p>TCRWP High Frequency Word Assessments:</p> <ul style="list-style-type: none"> <li>• <a href="#">High Frequency Words Directions.pdf</a></li> <li>• <a href="#">High Frequency Words List B.pdf</a></li> <li>• <a href="#">High Frequency Words List C.pdf</a></li> <li>• <a href="#">High Frequency Words List D.pdf</a></li> <li>• <a href="#">High Frequency Words List E.pdf</a></li> <li>• <a href="#">High Frequency Words List F.pdf</a></li> <li>• <a href="#">High Frequency Words List G.pdf</a></li> <li>• <a href="#">High Frequency Words List H.pdf</a></li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• TC Running Record Reading Assessments</li> <li>• <b>DIBELS</b> <ul style="list-style-type: none"> <li>○ Nonsense Words (only students who did not meet benchmark)</li> </ul> </li> </ul>	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)

<p>BEND I: Going on Reading Adventures</p> <p>Goal: Readers preview, make predictions, retell, and revisit stories in order to notice more.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Celebrate approximations. (Session 1)</li> <li>● Accumulate key details. (Session 2)</li> <li>● Determine importance. (Session 3)</li> <li>● Support prediction work. (Session 4)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers preview stories to get ready for reading adventures. (Session 1: Mini-lesson)</li> <li>● Readers use the storyline to make predictions. (Session 2: Mini-lesson)</li> <li>● Readers retell to retain the story. (Session 3: Mini-lesson)</li> <li>● Readers revisit books to notice more. (Session 4: Mini-lesson)</li> <li>● Readers reread to notice pages that go together. (Session 5: Mini-lesson)</li> </ul>
<p>BEND II: Studying Characters in Books</p> <p>Goal: Readers analyze the characters in their books.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Analyze assessments to plan for readers at all levels. (Session 6)</li> <li>● Support students with inflectional endings. (Session 7)</li> <li>● Differentiate strategies to support retelling. (Session 8)</li> <li>● Revisit guided reading. (Session 10)</li> <li>● Support students with fluency. (Session 11)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers analyze the main character. (Session 6: Mini-lesson)</li> <li>● Readers study characters by noticing their relationships. (Session 7: Mini-lesson)</li> <li>● Readers reread to learn more about characters. (Session 8: Mini-lesson)</li> <li>● Readers become the character. (Session 9: Mini-lesson) <ul style="list-style-type: none"> <li>○ Readers become the character</li> <li>○ Read aloud suggestion: Pedro the Ninja. Think about the character's feelings. Have you ever felt this way? Have you ever wanted to try something new? Teaching point: What lesson did we learn from the story? (You can reuse the text in lesson 13).</li> <li>○ Readers consider the character's feelings and think about moments where they may have felt similar and/or different.</li> <li>○ Mini Lesson Suggestion: Have you ever been in a similar situation? What can you do to achieve your goals?</li> </ul> </li> <li>● Readers notice how characters' feelings and reader's voices change. (Session 10: Mini-lesson)</li> <li>● Readers use clues to help them know how to read a story. (Session 11: Mini-lesson)</li> <li>● Readers reread to smooth out their voices and show big feelings. (Session 12: Mini-lesson)</li> </ul>

<p>BEND III: Learning Important Lessons</p> <p>Goal: Readers discover lessons in familiar stories and keep life lessons in mind.</p> <hr/> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Look at the trouble to analyze characters. (Session 13)</li> <li>● Support students in finding the story’s life lesson. (Session 14)</li> <li>● Assess students’ engagement levels. (Session 15)</li> <li>● Consider an author’s intentions. (Session 16)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers discover the lessons that familiar stories teach. (Session 13: Mini-lesson) <ul style="list-style-type: none"> <li>○ Read Aloud Suggestion: Last Stop on Market Street.</li> <li>○ Teaching Points: Appreciate what you have and not what others have/ find beauty in everyone/ wants and needs</li> <li>○ What made the characters special?</li> <li>○ What was the lesson CJ learned?</li> <li>○ What have your grandparents taught you?</li> </ul> </li> <li>● Readers always keep life lessons in mind. (Session 14: Mini-lesson)</li> <li>● Readers make comparisons. (Session 15: Mini-lesson)</li> <li>● Readers group books by the lessons they teach. (Session 16: Mini-lesson)</li> </ul>
<p>BEND IV: Growing Opinions About Books</p> <p>Goal: Readers share their opinions about books.</p> <hr/> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Lift the level of book recommendations. (Session 17)</li> </ul>	<ul style="list-style-type: none"> <li>● Readers share their opinions about books. (Session 17: Mini-lesson)</li> <li>● Readers rehearse what they will say. (Session 18: Mini-lesson)</li> <li>● How can I talk about interesting and healthy ways that some people who are like me live their life?</li> <li>● How do others live and experience the same and different things that I do?</li> <li>● What do other groups of people believe in?</li> <li>● How do others live their daily lives?</li> </ul>
<p><b>Read Aloud:</b></p> <p>Interactive read-aloud is an opportunity to support children in thinking deeply and talking about books, enriching their reading lives, and stretching them beyond their current reading level. Texts for interactive read-aloud should be towards end-of-year benchmark levels I, J, or K. The lesson plans can be found at the back of Readers Have Big Jobs to Do, Grade One.</p> <p><i>Upstairs Mouse, Downstairs Mole</i>, by Wong Herbert Yee is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud.</p> <p><b>Shared Reading:</b></p> <p>In this unit, the suggested shared reading text is <i>George and Martha One More Time</i>, by James Marshall. Teachers may also use the suggested song, “Chums,” by Arthur Guiterman. These lesson plans can be found at the back of Meeting Characters and Learning Lessons, Grade 1, Unit 4.</p> <p>Below are suggested lenses, in this unit, for each day’s shared reading time:</p>	

DAY ONE: Warm up, Book Introduction, and MSV (Meaning, Syntax, Visual)

- Readers read for comprehension as they study their characters.
- Readers use strategies to solve tricky words or new vocabulary.

DAY TWO: Cross-Checking Sources of Information MSV (Meaning, Syntax, Visual)

- Readers reread to learn more about the characters.
- Readers use all three cueing systems (MSV) to solve unknown words.
- Readers check that they they read makes sense, sounds right, and looks right.

DAY THREE: Word Study

- Readers study phonics, grow their vocabulary, and connect what they know about words to their reading.
- Readers reread texts with more word automaticity and fluency.

DAY FOUR: Fluency

- Readers read with a focus on fluency: maintaining rate, prosody, and expression.
- Readers read for meaning and draw attention to different types of end punctuation marks.

DAY FIVE: Putting It All Together

- Readers read to orchestrate all three cueing systems. (MSV)

## Suggested Resources/Technology Tools

### School to Home Connections

#### **Mentor Texts:**

\*\*\*Pedro the Ninja by Fran Manushkin

\*\*\*Last Stop on Market Street by Matt De La Pena

\*Iris and Walter and the Field Trip by Elissa Haden Guest (Houghton Mifflin Harcourt)

The Ghost-Eye Tree by Bill Martin, Jr. and John Archambault (Henry Holt and Company)

Off We Go! by Jane Yolen (Little Brown & Company)

\*Mr. Putter and Tabby Drop the Ball by Cynthia Rylant (Houghton Mifflin Harcourt)

\*Frog and Toad Are Friends by Arthur Lobel (HarperCollins)

Poppleton by Cynthia Rylant (Scholastic)

Pancakes for Breakfast by Tomie de Paola (Houghton Mifflin Harcourt)

Curious George Gets a Medal by H. A. Rey (Houghton Mifflin Harcourt)

The Tenth Good Thing About Barney by Judith Viorst (Simon & Schuster)

No David! by David Shannon (Scholastic)

Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin (Bloomsbury Children's Books)

The Carrot Seed by Ruth Krauss (HarperCollins)

\*Upstairs Mouse, Downstairs Mole by Wong Herbert Lee (Houghton Mifflin Harcourt)

#### **Read-Aloud and Shared Reading Texts:**

\*Upstairs Mouse, Downstairs Mole by Wong Herbert Lee (Houghton Mifflin Harcourt)

\*George and Martha: One More Time by James Marshall (Houghton Mifflin Harcourt)

"Chums" by Arthur

Guiterman

\*Trade books are included in your reading units of study.

#### **Suggested Texts and Resources:**

Fly Guy series by Tedd Arnold (Scholastic)

Ivy and Bean series by Annie Barrows (Chronicle Books)  
Amber Brown series by Paula Danziger (Puffin Books)  
Houndsley and Catina series by James Howe (Candlewick)  
Pinky and Rex series by James Howe (Simon & Schuster)  
\*Frog and Toad series by Arnold Lobel (HarperCollins)  
Little Critter series by Mercer Mayer (Random House)  
Magic Tree House series by Mary Pope Osborne (Random House)  
\*Henry and Mudge series by Cynthia Rylant (Simon & Schuster)  
Marvin Redpost series by Louis Sachar (Random House)

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.

### **Additional Resources:**

Teachers College Reading and Writing Project Website

Correlations to the Common Core State Standards

### **Anchor Charts**

Off We Go! Readers Go On Adventures

Color / B&W

Partners Share Their Reading Adventures!

Color / B&W

Readers Meet Characters Along the Way!

Color / B&W

Readers Learn Lessons!

Color / B&W

### **Session 1**

"Off We Go!" anchor chart

### **Session 2**

"Off We Go!" anchor chart

"Partners Share Their Reading Adventures!" anchor chart

### **Session 3**

"Off We Go!" anchor chart

### **Session 4**

"Off We Go!" anchor chart

Figure 4-1: "Dylan draws and labels the scene"

### **Session 5**

"Partners Share Their Reading Adventures!" anchor chart

Reading Suitcase/Goal Card Template

### **Session 6**

"Readers Meet Characters!" anchor chart

"Partners Share Their Reading Adventures!" anchor chart

### **Session 7**

"Talk Tool" Speech Bubble Template

"Readers Meet Characters" anchor chart

"Partners Share Their Reading Adventures!" anchor chart

**Session 8**

"Readers Meet Characters" anchor chart

**Session 9 not available on-line****Session 10**

"Readers Meet Characters" anchor chart

"Partners Share Their Reading Adventures!" anchor chart

**Session 11**

Director's Sign Template

"Clues that Help Readers Know HOW to Read" chart

"Partners Share Their Reading Adventures!" anchor chart

**Session 13**

"Readers Learn Lessons" anchor chart

"Partners Share Their Reading Adventures!" anchor chart

**Session 14**

"Readers Learn Lessons" anchor chart

**Session 15**

"Readers Learn Lessons" anchor chart

**Session 16**

Reading Suitcase/Goal Card Template

**Session 17**

"Recommend Books You Love" chart

Figure 17-1: "Students decorated paper fortunes"

**Read Aloud**

"How to Have a Strong Book Talk" chart

Read Aloud Prompts for Upstairs Mouse, Downstairs Mole

Color / B&W

**SPANISH Mentor Texts**

Mentor Text Lists

**SPANISH Classroom Materials/Charts**

Unit 4, Anchor Chart 1: Readers Go On Adventures

Color / B&W

Unit 4, Anchor Chart 2: Partners Share Their Reading Adventures

Color / B&W

Unit 4, Anchor Chart 3: Readers Meet Characters

Color / B&W

Unit 4, Anchor Chart 4: Readers Learn Lessons

Color / B&W

**Modifications**

See suggestions for implementation listed under each goal.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)



- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

## Unit 5b - Writing Scenes to Series

### From Scenes to Series: Writing Fiction (Book 4: Narrative)

#### Summary and Rationale

In this unit, fiction writers call on their pretending skills to invent characters or their own, naming them and putting them into imagined scenarios. In the first bend, students will practice writing lots of realistic fiction stories, using everything they know from our writing small moments unit. In the second bend, writers will use mentor texts series as a guide to writing their own series. In the third bend, students add details to their work and include chapters by checking for a beginning, middle, and ending. In the fourth, and final bend of this unit, students will prepare to publish their second series by revising and editing their punctuation, including illustrations to add details, and a “Meet the Author” page.

#### Recommended Pacing

April to May (8 weeks)

#### Standards

##### Reading: Literature

RL.1.1	Ask and answer questions about key details in a text
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
RL.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
RL.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

Reading: Foundation Skills	
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
RF.1.4	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. New Jersey Student Learning Standards for
Speaking and Listening	
SL.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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Use personal possessive, and indefinite pronouns (e.g. I, me, my; they, them, their, anyone, everything)
Writing	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Interdisciplinary Connections	
Visual and Performing Standards	
1.3.2.B.2	Music (Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound) Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.C.1	Theatre (Plays may use narrative structures to communicate themes.) Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices
1.3.2.C.2	Theatre (Actors use voice and movement as tools for storytelling.) Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3	Theatre (Voice and movement have broad ranges of expressive potential.) Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
Integration of Technology	
8.1.2.A4	(Select and use applications effectively and productively.) Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>Fiction writers pretend, develop their characters, get their characters out of trouble, and use a writer’s checklist.</li> <li>Fiction writers set out to write book two of their series.</li> <li>Fiction writers focus on details and include chapters by keeping a beginning, middle, and ending in mind.</li> </ul>	<ul style="list-style-type: none"> <li>How do fiction writers pretend, develop their characters, get their characters out of trouble, and use a writer’s checklist?</li> <li>How do fiction writers set out to write book two of their series?</li> <li>How do fiction writers focus on details and include chapters by keeping a beginning, middle, and ending in mind?</li> <li>How can writers study and apply grammar moves to use in their writing?</li> </ul>

- Writers use subject and object pronouns to stand in for nouns and possessive pronouns to show ownership.

## Evidence of Learning (Assessments)

### Unit Common Assessment:

#### Narrative Writing

- Learning Progression, Pre-K-6
- On-Demand Performance Assessment Prompt

#### Narrative Writing Rubrics

*Score the On-Demand on the following elements:*

1. Lead
2. Transitions
3. Ending
4. Elaboration\*
5. Craft\*
6. Spelling
7. Punctuation

- Grade 1

#### Narrative Writing Checklists

- Grade K and Grade 1
- Grade 1
- Grade 1 Illustrated
- Grade 1 and Grade 2

#### Student Writing Samples

- Grade 1

#### Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

## Objectives (SLO)

### IMPORTANT TIPS FOR IMMERSION:

During the first week, teachers should plan time for sharing mentor texts so that students can all explore common texts together from a writer's perspective. Interactive and shared writing are also important ways for students to see the process of writing fiction texts.\* During this unit, students will create a character and write several stories about him or her. Students will have to create problems along the way and lessons that the character learned. Remind students that in a series the main character is the same, but you might introduce new characters along the way or in another story. When students are ready to start to write, give them a blank lined booklet where they will write each part of the story on separate pages. There should also be an area for them to draw a picture on each page. This is also help the students add a beginning, middle, and ending as well as divide their writing into chapters.

**\*Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I: Fiction Writers Set out to Write Realistic Fiction!</p> <p>Goal: Fiction writers set out to write realistic fiction.</p> <p>-----</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● With help, all your children can write up a storm. (Session 1)</li> <li>● Act as audience and journalist: observe children as they write and reinforce positive behaviors. (Session 2)</li> <li>● Write for the reader. (Session 3)</li> <li>● Know the developmental stage of your writers. (Session 4)</li> <li>● Reteach the minilesson to reach writers who need support or are ready to reach for second-grade standards. (Session 5)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers call on their pretending skills to invent characters and Small Moment adventures. (Session 1: Mini-lesson)</li> <li>● Writers develop a “can-do” attitude and give themselves orders, using all the tools at hand to work independently and keep going. (Session 2: Mini-lesson)</li> <li>● Writers make endings that satisfy their reader; they make something happen through action, dialogue, or feeling to get their characters out of trouble. (Session 3: Mini-lesson)</li> <li>● Writers make courageous choices about words in their stories and tackle sparkling words as they write. Writers use everything that they know about spelling to write these daring words. (Session 4: Mini-lesson)</li> <li>● Writers use checklists to review their writing and set goals. (Session 5: Mini-lesson)</li> </ul>
<p>BEND II: Fiction Writers Set Out to Write Series</p> <p>Goal: Fiction writers set out to write series.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Elaborate by bringing stories to life. (Session 6)</li> <li>● Study how authors tuck details into stories. (Session 7)</li> <li>● Pull readers to do mentor text work on their leveled texts. (Session 9)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers dive into writing series, including thinking of more than one story for a favorite character and modeling themselves on famous series writers. (Session 6: Mini-lesson)</li> <li>● Series writers share lots of details about their character in book one of their series. (Session 7: Mini-lesson)</li> <li>● Writers make characters in their stories speak in many ways, including speech bubbles and in their writing, and for different purposes, such as to show a character’s thoughts or feelings. (Session 8: Mini-lesson)</li> <li>● Series writers will revise and edit their work. (Session 9: Mini-lesson)</li> <li>● Writers get their writing ready for readers by editing their work carefully and by also creating boxed sets that will hold all the stories in their series. (Session 10: Mini-lesson)</li> </ul>

<p>BEND III: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers</p> <p>Goal: Fiction writers study the genre and themselves as writers.</p> <p>-----</p> <p>-</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Rehearse leads as a way to practice authorial choices. (Session 11)</li> <li>● Help writers show, not tell using leveled texts. (Session 12)</li> <li>● Support students with structure and elaboration. (Session 13)</li> <li>● Coach writers to help build independence. (Session 14)</li> <li>● Make our first-draft writing stronger. (Session 15)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers call on their own experiences to imagine the tiny, authentic details that make realistic fiction seem so real. (Session 11: Mini-lesson)</li> <li>● Fiction writers add tiny, realistic details to their stories, they show, not tell, to help their readers picture the story in their minds. (Session 12: Mini-lesson)</li> <li>● Fiction writers divide their stories into chapters and they stretch out each chapter so that they have a beginning, middle, and ending for their stories. (Session 13: Mini-lesson)</li> <li>● Writers use patterns to elaborate. (Session 14: Mini-lesson)</li> <li>● Writers use all their superpowers, and everything they know about a type of writing to get stronger. (Session 15: Mini-lesson)</li> </ul>
<p>BEND IV: Getting Ready to Publish Our Second Series</p> <p>Goal: Fiction writers get ready to publish their second series.</p> <p><b><i>Suggestions for Differentiation</i></b>  <i>Conferring/Small Group Instruction</i>  <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> <li>● Use mentor sentences to teach punctuation. (Session 16)</li> <li>● Use questions to prompt students in adding details to their pictures. (Session 17)</li> <li>● Engage in goal setting and reflection. (Session 18)</li> </ul>	<ul style="list-style-type: none"> <li>● Writers work hard on revising their stories, which includes using fabulous punctuation. (Session 16: Mini-lesson)</li> <li>● Writers use illustrations in important ways, and you'll investigate the roles illustrations play by studying them in mentor texts. (Session 17: Mini-lesson)</li> <li>● Writers introduce themselves to their readers with "Meet the Author" pages for their series. (Session 18: Mini-lesson)</li> <li>● Writers prepare for the upcoming celebration by reminding themselves that writers get their writing ready to publish by revising, editing, and making their work look beautiful. (Session 19: Mini-lesson)</li> <li>● Writers showcase their work to a kindergarten audience as the first graders celebrate all of the writing that they've produced throughout this unit. (Session 20: Mini-lesson)</li> </ul>

### Grammar Focus

Goal: Writers study and apply grammar moves to use in their writing.

-----  
The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

- Writers will use subject pronouns to stand for nouns. (Patterns of Power: Lesson Set 9).
- Writers will use object pronouns to stand for nouns. (Patterns of Power: Lesson Set 9).
- Writers will use possessive pronouns to show ownership. (Patterns of Power: Lesson Set 10).

## Suggested Resources/Technology Tools

### School to Home Connection

#### **Mentor Text**

\*Henry and Mudge and the Happy Cat by Cynthia Rylant (Simon & Schuster) trade book pack  
Exemplar Teacher writing exemplar: “Gretchen” (Online resources Session 3)

\*Trade books available in your units of study.

#### **Suggested Texts and Resources:**

\*\**Good Night, Bat! Good Morning Squirrel!* By Paul Meisel (in Patterns of Power pgs. 76-79)

\*\**Triangle* by Mac Barnett and Jon Klassen

Lower-level texts Goodnight Moon by Margaret Wise Brown (HarperCollins)

Puppy Mudge by Cynthia Rylant (Simon & Schuster)

Series Little Bill series by Bill Cosby (Scholastic)

\*Frog and Toad series by Arnold Lobel (HarperCollins)

Winnie the Pooh series by A. A. Milne (Penguin)

The Magic Tree House series by Mary Pope Osborne (Random House)

\*Henry and Mudge series by Cynthia Rylant (Simon & Schuster)

Mr. Putter & Tabby series by Cynthia Rylant (Houghton Mifflin Harcourt)

Poppleton series by Cynthia Rylant (Scholastic)

Harry the Dirty Dog series by Gene Zion (HarperCollins)

Max and Ruby series by Rosemary Wells (Penguin)

Stories with a Problem-Solution Structure Ferdinand the Bull by Munro Leaf (Penguin)

The Paper Bag Princess by Robert Munsch (Annick Press)

Harry by the Sea by Gene Zion (HarperCollins)

\*\* These books are included in the Patterns of Power program.

\*\*\*This trade book is included in the diverse mentor texts.

#### **Stories that Use Pictures to Convey Information**

Ella Sarah Gets Dressed by Margaret Chodos-Irvine (Houghton Mifflin Harcourt)



Knuffle Bunny by Mo Willems (Hyperion)

## Conferring Scenarios Charts

Narrative Writing

Customizable Labels

### Internet Resources:

#### Brainpop Videos:

**Types of Writing** <https://www.brainpop.com/search/?keyword=opinion+writing>

**Writing Process** <https://www.brainpop.com/search/?keyword=writing>

### Additional Resources:

Teachers College Reading and Writing Project Website

Correlations to the Common Core State Standards

## Writing Paper Choices

Paper Choice: Table of Contents

Paper Choice: Table of Contents (Horizontal)

Paper Choice: Box with 2 Lines (Horizontal)

Paper Choice: Box with 3 Lines (Horizontal)

Paper Choice: Box with 4 Lines

Paper Choice: Box with 6 Lines

Paper Choice: Box with 7 Lines

Paper Choice: Box with 8 Lines

Paper Choice: Box with 9 Lines

Paper Choice: Back-of-the-Book Blurb Page

Paper Choice: Revision Page without Name Line

Paper Choice: First Place Blue Ribbon Review Page

Paper Choice: List Paper

Paper Choice: How-to Page

## Anchor Charts

How to Write a Realistic Fiction Book

Color / B&W

Our Favorite Series Authors. . .

Color / B&W

## Session 1

Chart: Fiction Writers...

FIG. 1-2 Teacher demonstration text

## Session 2

Chart: How to Write a Realistic Fiction Book

Anchor chart: How to Write a Realistic Fiction Book

FIG. 2-1 Mohammad's piece

FIG. 2-2 Alejandra's piece

## Session 3

Chart: Fiction Writers Get Their Character Out of Trouble

Chart: Ways to Bring Stories to Life!

Anchor chart: Ways to Bring Stories to Life

FIG. 3-1 Teacher demonstration text

FIG. 3-2 Teacher demonstration text

FIG. 3-3 Autumn's piece

FIG. 3-4 Annabel's ending

FIG. 3-5 Autumn's ending

#### **Session 4**

Chart: Ways to Spell Words

Anchor chart: Ways to Spell Words

FIG. 4-1 Children try different spellings of difficult words

#### **Session 5**

Narrative Writing Checklist, Grades 1 and 2

FIG. 5-1 Miles's story

FIG. 5-2 Nora's third and fourth pages

#### **Session 6**

Chart: How to Write Series Book!

Chart: Ways to Bring Stories to Life!

Anchor chart: Ways to Bring Stories to Life

#### **Session 7**

Chart: Book One of a Series Has

FIG. 7-1 Annabel's story

#### **Session 8**

FIG. 8-1 Autumn's story

#### **Session 9**

Chart: We Are Serious Series Writers!

Chart: Revision Party

FIG. 9-1 Zoe's dialogue

#### **Session 10**

My Editing Checklist (Unit 4)

FIG. 10-2 One of Nora's revised stories

FIG. 10-3 One of Zoe's revised stories

#### **Session 11**

FIG. 11-1 Izzy introduces a character

FIG. 11-2 Syanna's fiction story

#### **Session 12**

FIG. 12-1 Sahadat's story

Teacher text: Joe's Bike

#### **Session 13**

Narrative Writing Checklist, Grades 1 and 2

FIG. 13-1 Annabel stretches out her story

Teacher text: Joe's Lie table of contents

Teacher text: Sam table of contents

#### **Session 14**

FIG. 14-1 Alejandra's ending

FIG. 14-2 Avery's revision

FIG. 14-3 Zahir's story

Teacher text: Joe had been warned

Teacher text: Sam was afraid

#### **Session 15**

[FIG. 15-1 Maeve's story](#)

#### **Session 16**

[FIG. 16-1 Syanna adds punctuation](#)

[FIG. 16-2 Sophia's fiction book](#)

[FIG. 16-3 Nandika's first page](#)

[Teacher text: Snowball's fur](#)

#### **Session 17**

[Chart: Our Favorite Writers...](#)

[Anchor chart: Our Favorite Series Authors. . .](#)

[FIG. 17-1 Miles's story](#)

#### **Session 18**

[FIG. 18-1 Etta's "meet the author" page](#)

[FIG. 18-2 Piper's "meet the author" page](#)

#### **Session 20**

[FIG. 20-1 One of Annabel's fiction stories](#)

[FIG. 20-2 One of Alejandra's fiction stories](#)

[FIG. 20-3 One of Nandika's final fiction stories](#)

[FIG. 20-4 One of Syanna's final fiction stories](#)

[FIG. 20-5 One of Izzy's final fiction stories](#)

#### **Spanish Mentor Texts**

[Mentor Text Lists](#)

#### **Assessment**

[Narrative Writing Checklist](#)

[Illustrated Narrative Writing Checklist](#)

#### **Classroom Materials/Charts**

Unit 4, Anchor Chart 1: How to Write a Realistic Fiction Book

[Color / B&W](#)

Unit 4, Anchor Chart 2: Our Favorite Series Authors . . .

[Color / B&W](#)

#### **Writing Process Chart**

[Unit 1: Figure 10-2 Give life to our stories](#)

#### **Student Writing Samples**

Narrative

[Grade 1 Spanish Translation of English Language Student Writing Samples](#)

[Grade 1 Spanish Language Student Writing Sample](#)

### **Modifications**

See suggestions for implementation listed under each goal.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence