

Writing Units of Study



Writer's Workshop

Trimester 1

- Launching the Workshop
- Narrative: Small Moments
- Music in Our Hearts: Writing Songs and Poetry



Trimester 2

- Informational Writing: Nonfiction Chapter Books
- Opinion Writing: Writing Reviews



Trimester 3

- Narrative Writing: From Scenes to Series
- Independent Writing Projects across Genres
- Celebrating Growth

Reading Units of Study



Reader's Workshop

Trimester 1

- Launching the Workshop
- Building Good Reading Habits
- Word Detectives: Strategies for Using High-Frequency Words and for Decoding



Trimester 2

- Learn about the World: Reading Nonfiction
- Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension



Trimester 3

- Meeting Characters and Learning Lessons: A Study of Story Elements
- Readers Get to Know Characters by Performing Their Books

Trumbull Public Schools Grade 1 Language Arts



- Reading Literature
- Reading Informational Text
- Foundational Skills
- Writing
- Language
- Speaking and Listening

Language Arts Anchor Standards



Reading: Comprehension of Fictional and Informational Texts.

Students use strategies such as making connections, visualizing, questioning, and analyzing text features to enhance comprehension. Students read at levels of increasing complexity as the year progresses.

Fictional and Informational Texts

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Word Analysis Skills and Fluency

Students identify and understand unfamiliar words.

Students read with accuracy and expression and at an appropriate pace to demonstrate fluency.

Foundational Skills

- Phonological Awareness
- Phonics and Word Recognition
- Fluency



Writing:

Students write for a variety of purposes and present ideas clearly, organize their thoughts in writing, vary the sentence structure, and apply the rules learned for grammar, punctuation, and spelling.

Writing

- Different types of text and purposes for writing
- Use informational text to build and present knowledge



Language:

Students use their knowledge of language and conventions of standard English when writing, speaking, reading, or listening. Students use vocabulary to convey their ideas in writing.

Language

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition

Speaking and Listening:

During Reader's and Writer's Workshops, students collaborate and convey their own ideas clearly and listen to the ideas of others.

Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

See the International Reading Association's site for more information about reading and writing.

<http://reading.org/InformationFor/Parents.aspx>

How Can I Help My Child with Reading?*

• Spend 30 minutes a day reading to your child or listening to him/her read. You can even ask your child questions about what is going on in scenes in picture books.

• Give your child books as gifts. Pick out books on topics that interest your child; there are even books about favorite television shows and characters. Encourage your child to write his/her own stories based on favorite characters.

• Help your child get a library card; use the local library and the school library.

• Monitor your child's progress by discussing what he/she is learning and by reviewing homework.

• Keep in touch with your child's teachers. Ask how your child is progressing and what you can do at home to support reading instruction.

• Encourage your child to practice literacy skills in the same way that you would encourage him/her to practice basketball or the piano.

• Applaud the practice and reward children for reading a certain number of books.

• Let your child see you and other important adults reading and writing for practical purposes and for pleasure.

• Ask your child to tell you about what he/she read in his/her own words.

• Create a special space in your home for reading and writing.

• Help your child write and illustrate short stories or create a journal with your child.



*Taken from the National PTA on literacy.