

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 1 BALANCED LITERACY: READING 2019**

**(Last revision date: 2018)**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as readers and engage in reading on a daily basis in the Grade One Reading Workshop. Teachers will deliver a mini-lesson at the beginning of workshop. For the majority of the workshop time, students will be reading independently and building their stamina for reading throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have reading partners with whom they may also confer and discuss rich mentor texts. Students will read with a purpose and audience in mind, and each student's Reader's Notebook or Folder will hold evidence of the child's reading across each genre throughout the school year. Readers explore a variety of skills transferable across all genres.

In grade 1, students build upon the knowledge gained in grade K to read more sophisticated texts across a variety of genres.

Each day, approximately 45 minutes should be spent on Reading Workshop, approximately 15 minutes should be spent on Interactive Read-Aloud, and approximately 15 minutes should be spent on Shared Reading. An additional approximate 25 minutes should be spent daily on Word Study (based on the *Foundations* program). (Additionally, approximately 45 minutes daily is to be spent on Writing Workshop.)

## COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

## COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their reading folders and reading supplies.
- they will increase their stamina and volume of reading as the year progresses.

- they will read every day and view themselves as readers.
- they will develop a repertoire of reading strategies.
- they will confer with a partner or partners to reflect on their reading.
- they will learn to value the celebration of their reading.

## **COURSE ESSENTIAL QUESTIONS**

- Who am I as a reader?
- What are my reading tools?
- How do I share my reading with others?
- How do I become a stronger reader?
- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I read an informational book to learn about my topic?
- How do I work with reading partners to apply reading strategies?
- How can I decode tricky words in a text?
- How can I read aloud like an expert reader?
- What do readers do to retell a story?
- How do I get to know a character better?
- How can I reread and act out my books with my partner in ways that help me understand and express things about the characters?
- How can I reread my books many times with my book club, thinking about the different ways we can be our characters?
- What life lessons do readers learn from books?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- that reading is a process

Students will be able to . . .

- read multiple genres and increase reading stamina.
- grow their thinking about texts.
- collaborate with a partner about reading.
- independently apply appropriate reading strategies.

## READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – October	<u>Unit 1</u> : Building Good Reading Habits; Word Study ( <i>Fundations</i> Units 1 & 2, & Silent <i>e</i> )
November	<u>Unit 2</u> : Word Detectives: Strategies for Using High-Frequency Words and for Decoding; Word Study ( <i>Fundations</i> Units 3 & 4)
December	<u>Unit 3</u> : Holidays around the World: Nonfiction Frontload; Word Study ( <i>Fundations</i> Unit 5)
January – mid February	<u>Unit 4</u> : Learning about the World: Reading Nonfiction; Word Study ( <i>Fundations</i> Units 6 & 7)
mid February – March	<u>Unit 5</u> : Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension; Word Study ( <i>Fundations</i> Units 8 & 9)
April – early May	<u>Unit 6</u> : Meeting Characters and Learning Lessons: A Study of Story Elements; Word Study ( <i>Fundations</i> Units 10 & 11)
mid May – June	<u>Unit 7</u> : Readers Get to Know Characters by Performing Their Books; Word Study ( <i>Fundations</i> Units 12, 13, & 14)

# UNIT 1

## Building Good Reading Habits; Word Study (*Foundations Units 1 & 2, & Silent e*)

### Unit Goals

At the completion of this unit, students will:

- make their reading smooth.
- apply taught strategies to decode words.
- look at all parts of words.
- use classroom resources for words.
- retell a story.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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*).

### Unit Essential Questions

- How do I become a stronger reader?
- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I make my reading voice smoother?
- How do I work with others to improve my reading?
- How do I share my reading with others?

### Scope and Sequence

Building Good Reading Habits			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> <li>• Set up your room for Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available.</li> <li>• Prior to each lesson below, review “GETTING READY” for specific materials needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 94-101.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 102-113.</li> </ul>
Bend I: Habits for Reading Long and Strong			
Lesson 1	<ul style="list-style-type: none"> <li>• <u>Session 1</u>: Readers Take a Sneak Peek to Get Ready to Read (p. 2)</li> <li>• <u>Teaching Point</u>: Readers get ready to read by taking a sneak peek at their books, and then they think.</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ish</i>, Session 1 (p. 94)</li> <li>• <u>Chart</u>: “Readers TALK about Books”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ollie the Stomper</i></li> <li>• <u>Day 1</u>: Using Meaning, Syntax, and Visual Information to Solve Tricky Words (p. 103)</li> <li>• <u>Warm Up</u>: “Make New Friends”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• <u>Session 2</u>: Readers Do <i>Something</i> at the End of a Book (p. 8)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ish</i>, Session 2</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ollie the Stomper</i></li> <li>• <u>Day 2</u>: Cross-</li> </ul>



	<ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: Readers push themselves to get stronger and stronger.</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	(p. 98)	<p>Checking Sources of Information (MSV) (p. 106)</p> <ul style="list-style-type: none"> <li>• <u>Warm Up</u>: “Make New Friends”</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>• <u>Session 3</u>: Readers Get Stronger by Reading More and More (p. 16)</li> <li>• <u>Teaching Point</u>: Readers get stronger as readers by reading more and more books.</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #1, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ollie the Stomper</i></li> <li>• <u>Day 3</u>: Word Study (p. 108)</li> <li>• <u>Warm Up</u>: “Make New Friends”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• <u>Session 4</u>: Readers Set Goals to Read All Day Long (p. 22)</li> <li>• <u>Teaching Point</u>: Readers set goals for their reading, and the best way to read a whole lot of books is to read all day long.</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #1, Session 2 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ollie the Stomper</i></li> <li>• <u>Day 4</u>: Fluency (p. 110)</li> <li>• <u>Warm Up</u>: “Make New Friends”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• <u>Session 5</u>: Readers Reread to Make their Reading Voices Smoother (p. 25)</li> <li>• <u>Teaching Point</u>: Readers reread to make their reading smooth. They do this automatically.</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #2, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ollie the Stomper</i></li> <li>• <u>Day 5</u>: Putting It All Together (p. 112)</li> <li>• <u>Warm Up</u>: “Make New Friends”</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>• <u>Session 6</u>: Readers Track with Their Eyes and Scoop Up More Words (p. 28)</li> <li>• <u>Teaching Point</u>: Readers read with their eyes and scoop up their words in phrases instead of word by word.</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #2, Session 2 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 1</u>: Using Meaning, Syntax, and Visual Information to Solve Tricky Words (p. 103)</li> <li>• <u>Warm Up</u>:</li> </ul>

			Teacher choice
Lesson 7	<ul style="list-style-type: none"> <li>• <u>Session 7</u>: When Readers Reread, They See More! (p. 34)</li> <li>• <u>Teaching Point</u>: Another good habit to have is to reread so you can see more and more each time. Re-read to see MORE.</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #3, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 106)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend II: Habits for Tackling Even the Hardest Words</b>			
Lesson 8	<ul style="list-style-type: none"> <li>• <u>Session 8</u>: Readers Sneak Peek at the Pictures to Figure Out the Words (p. 38; <i>Gossie and Gertie</i>)</li> <li>• <u>Teaching Point</u>: Readers take a sneak peek to think what the page is going to be about, and use the whole page to think, “What might this word say?”</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #3, Session 2 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 3</u>: Word Study (p. 108)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Drop Bad Habits! Pick Up Good Habits! (p. 44)</li> <li>• <u>Teaching Point</u>: Readers get stronger when they know their bad habits and drop them.</li> <li>• <u>Use</u> mini-charts “Drop That Bad Habit” &amp; “Pick Up a Good Habit!”</li> <li>• <u>Chart</u>: “Readers Build Good Habits”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #4, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 4</u>: Fluency and Expression (p. 110)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Readers Look at All Parts of a Word (p. 51); “Be the Teacher!”</li> <li>• <u>Teaching Point</u>: Readers need to look through the whole word and all parts of the word. This helps figure out the word and makes their reading make sense.</li> <li>• <u>Chart</u>: “Good Habits for Solving Hard</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #4, Session 2 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 5</u>: Putting It All Together (p. 112)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>

	Words”		
Lesson 11	<ul style="list-style-type: none"> <li>• <u>Session 11</u>: Readers Use Meaning to Figure Out Words (p. 56)</li> <li>• <u>Teaching Point</u>: Readers think about what makes sense to figure out tricky words.</li> <li>• <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #5, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 1</u>: Using Meaning, Syntax, and Visual Information to Solve Tricky Words (p. 103)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>• <u>Session 12</u>: Readers Double-Check Their Reading (p. 59)</li> <li>• <u>Teaching Point</u>: Readers double-check to make sure a word makes sense with the story. They check the letters on the page to be sure the word looks right.</li> <li>• <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #5, Session 2 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 106)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Readers Don’t Give Up – They Try, Try Again (p. 64); “Little Miss Muffet” (p. 65)</li> <li>• <u>Teaching Point</u>: Readers don’t give up; they try and try again and read across the word again. If it still doesn’t make sense, they look at the picture and reread the page and ask, “What would make sense?”</li> <li>• <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #6, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 3</u>: Word Study (p. 108)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Try It Two Ways! (p. 69)</li> <li>• <u>Teaching Point</u>: When readers get to tricky words, the important thing to do is try the sound two ways – by using</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 4</u>: Fluency</li> </ul>

	<p>short and long vowels.</p> <ul style="list-style-type: none"> <li>• <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>	<p>fiction book #6, Session 2 (p. 98)</p>	<p>and Expression (p. 110)</p> <ul style="list-style-type: none"> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend III: Partners Have Good Habits, Too!</b>			
Lesson 15	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Partners Can Introduce Their books to Each Other (p. 74)</li> <li>• <u>Teaching Point</u>: When readers get to tricky words, the important thing to do is try the sound two ways – by using short and long vowels.</li> <li>• <u>Chart</u>: “Reading Partners Work Together”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #7, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 5</u>: Putting It All Together (p. 112)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>• <u>Session 16</u>: Partners Don’t Tell, They Help! (p. 79)</li> <li>• <u>Teaching Point</u>: Reading partners don’t tell their partners what a tricky word says. They help each other do the hard work to solve the tricky word.</li> <li>• <u>Chart</u>: “Reading Partners Work Together”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #7, Session 2 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #3</li> <li>• Teacher will determine skill to practice</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Partners Can Do <i>Something</i> at the End of a Book, Too! (p. 84)</li> <li>• <u>Teaching Point</u>: Partners do something at the end of their reading. They smooth it out, see more, or get ready to retell.</li> <li>• <u>Chart</u>: “Reading Partners Work Together”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #8, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #3</li> <li>• Teacher will determine skill to practice</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>• <u>Session 18</u>: Readers Celebrate and Set New Goals (p. 88)</li> <li>• <u>Teaching Point</u>: Partners help readers to think backwards and retell and remember the important parts to set</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #8,</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #3</li> <li>• Teacher will determine skill to</li> </ul>

	goals. • <u>Chart</u> : “Readers Build Good Habits”	Session 2 (p. 98)	practice
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### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

#### Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

#### Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

### Resources

#### Core

- *Building Good Reading Habits* (Grade 1, Unit 1)
- *ish* by Peter H. Reynolds
- *Ollie the Stomper* by Olivier Dunrea
- *Gossie* by Olivier Dunrea
- *Gossie & Gertie* by Olivier Dunrea
- *Kazam’s Birds* by Amy Ehrlich
- Note-taking system for conferencing
- Reader’s Notebook or Folder

#### Supplemental

- *Jabari Jumps* by Gaia Cornwall
- *I Am . . .* by Jilian Cutting
- *Fantastic Mr. Fox* by Roald Dahl
- *Chrysanthemum* by Kevin Henkes
- *Peter’s Chair* by Ezra Jack Keats
- *The Snowy Day* by Ezra Jack Keats
- *An Extraordinary Egg* by Leo Lionni
- *Bears Make the Best Reading Buddies* by Carmine Oliver
- *Big Dog and Little Dog* by Dav Pilkey
- *Big Dog and Little Dog Going for a Walk* by Dav Pilkey
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

**Time Allotment**

- mid September – October

<b>Word Study: <i>Foundations</i></b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
1	<ul style="list-style-type: none"> <li>• ABC order entire alphabet</li> <li>• 10 sounds recognition for consonants and short vowels</li> <li>• High-frequency (sight) words: <i>goes, this, it, at, am, went, with</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>
2	<ul style="list-style-type: none"> <li>• Phonemic awareness skills</li> <li>• Sentence dictation procedures</li> <li>• Story retelling</li> <li>• High-frequency (sight) words: <i>the, a, and, is, his, of</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>
(Teacher-created lessons)	<ul style="list-style-type: none"> <li>• Introduce vowel-consonant-<i>e</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 1 & 2

**Time Allotment**

- mid September – October

**UNIT 2**  
**Word Detectives: Strategies for Using High-Frequency Words and for Decoding;**  
**Word Study (*Foundations* Units 3 & 4)**

**Unit Goals**

At the completion of this unit, students will:

- learn to monitor their reading.
- develop their word-solving skills.
- become more adept at using letter-sound correspondence to tackle tricky words.
- increase their bank of high-frequency (sight) words.
- become more confident at using the words they know “in a snap” to solve unknown words.
- develop their fluency skills.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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> ).

**Unit Essential Questions**

- How do I use meaning to figure out words?
- How do I double-check my reading?
- How do I stop and solve problems as I read?
- How can I develop good habits for solving hard words?
- What makes a good reading partner?
- How can I turn words into “snap” words?

**Scope and Sequence**

<b>Word Detectives: Strategies for Using High-Frequency Words and for Decoding</b>			
	<b>Reading Workshop</b>	<b>Interactive</b>	<b>Shared Reading</b>



		<b>Read-Aloud</b>	
Prior to Unit	<ul style="list-style-type: none"> <li>• Display the “Good Habits for Solving Hard Words” from Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 131-138.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 139-151.</li> </ul>
<b>Bend I: Word Detectives in Training</b>			
Lesson 1	<ul style="list-style-type: none"> <li>• <u>Use A Country Mouse and a Town Mouse</u> for Bend I.</li> <li>• <u>Session 1</u>: Word Detectives Are Always on the Lookout (p. 2)</li> <li>• <u>Teaching Point</u>: Word detectives notice when there’s a problem, and stop to solve it.</li> <li>• <u>Chart</u>: “How to Be a Word Detective”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Nate the Great</i>, Session 1 (p. 131)</li> <li>• <u>Chart</u>: “Readers TALK about Books”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Birthday Boy</i></li> <li>• <u>Day 1</u>: Using Meaning, Syntax, and Visual Information to Solve Tricky Words (p. 139)</li> <li>• <u>Warm Up</u>: “Down by the Bay”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• <u>Session 2</u>: Word Detectives Look Closely (p. 11)</li> <li>• <u>Teaching Point</u>: Word detectives look closely to get clues.</li> <li>• <u>Prepare</u> “detective kits”</li> <li>• <u>Display</u> lyrics of “Readers Look Closely” and refer to YouTube link</li> <li>• <u>Chart</u>: “How to Be a Word Detective”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Nate the Great</i>, Session 2 (p. 135)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Birthday Boy</i></li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 144)</li> <li>• <u>Warm Up</u>: “Down by the Bay”</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>• <u>Session 3</u>: Word Detectives Use Everything They Know (p. 17)</li> <li>• <u>Teaching Point</u>: Word detectives use everything they know to solve problems.</li> <li>• <u>Chart</u>: “Good Habits for Solving Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #1, Session 1 (p. 132)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Birthday Boy</i></li> <li>• <u>Day 3</u>: Word Study (p. 146)</li> <li>• <u>Warm Up</u>: “Down by the Bay”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• <u>Session 4</u>: Word Detectives Check Their Words Slowly (p. 25)</li> <li>• <u>Teaching Point</u>: Word detectives do a slow check to be sure.</li> <li>• <u>Prepare</u> two sentence strips</li> <li>• <u>Chart</u>: “How to Be a Word Detective”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #1, Session 2</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Birthday Boy</i></li> <li>• <u>Day 4</u>: Fluency (p. 148)</li> <li>• <u>Warm Up</u>: “Down by the Bay”</li> </ul>

		(p. 135)	
Lesson 5	<ul style="list-style-type: none"> <li>• <u>Session 5</u>: Readers Investigate What Makes a Good Reading Partner (p. 32)</li> <li>• <u>Teaching Point</u>: Students investigate the behaviors that make and don't make a good reading partner.</li> <li>• See "GETTING READY" for multiple charts/handouts referred to in this lesson</li> <li>• <u>Chart</u>: "How to Be a Word Detective"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #2, Session 1 (p. 132)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Birthday Boy</i></li> <li>• <u>Day 5</u>: Putting It All Together (p. 150)</li> <li>• <u>Warm Up</u>: "Down by the Bay"</li> </ul>
<b>Bend II: Word Detectives Tap into the Power of Snap Words</b>			
Lesson 6	<ul style="list-style-type: none"> <li>• <u>Session 6</u>: Word Detectives Read Words in a Snap (p. 42)</li> <li>• <u>Teaching Point</u>: Word detectives see a word they know and read it quickly.</li> <li>• <u>Chart</u>: "Word Detectives Use Snap Words to Read"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #2, Session 2 (p. 135)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 1</u>: Using Meaning, Syntax, and Visual Information to Solve Tricky Words (p. 139)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>• <u>Session 7</u>: Word Detectives Use Snap Words as Clues to Think about What Makes Sense (p. 50)</li> <li>• <u>Teaching Point</u>: Word detectives can use the clues they have and think about what makes sense and sounds right to fill in the missing words.</li> <li>• <u>Chart</u>: "Word Detectives Use Snap Words to Read"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #3, Session 1 (p. 132)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 144)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• <u>Session 8</u>: Word Detectives Solve Mystery Words by Thinking of Similar Snap Words (p. 57)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: Readers can solve the trick words in their books by asking, “Does this remind me of another word I know?”</li> <li>• <u>Prepare</u> mystery words on cards</li> <li>• <u>Chart</u>: “Word Detectives Use Snap Words to Read”</li> </ul>	book #3, Session 2 (p. 135)	<ul style="list-style-type: none"> <li>• <u>Day 3</u>: Word Study (p. 146)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Word Detectives Turn New Words into Snap Words (p. 65)</li> <li>• <u>Teaching Point</u>: Word detectives don’t work to solve the same word over and over.</li> <li>• <u>Create</u> word jar</li> <li>• <u>Chart</u>: “Word Detectives Use Snap Words to Read”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #4, Session 1 (p. 132)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 4</u>: Fluency (p. 148)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Word Detectives Scoop Up Words to Make Their Reading Sound Smooth (p. 73)</li> <li>• <u>Teaching Point</u>: Readers scoop up words in groups that go together.</li> <li>• <u>Chart</u>: “Word Detectives Use Snap Words to Read”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #4, Session 2 (p. 135)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #1</li> <li>• <u>Day 5</u>: Putting It All Together (p. 150)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend III: Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read</b>			
Lesson 11	<ul style="list-style-type: none"> <li>• <u>Use</u> <i>Lost Socks</i> for Bend III.</li> <li>• <u>Session 11</u>: Word Detectives Break Words into Parts (p. 78)</li> <li>• <u>Teaching Point</u>: Word detectives can clap out the parts of a word that they want to write.</li> <li>• <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #5, Session 1 (p. 132)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 1</u>: Using Meaning, Syntax, and Visual Information to Solve Tricky Words (p. 139)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>

<p>Lesson 12</p>	<ul style="list-style-type: none"> <li>• <u>Session 12</u>: Word Detectives Pay Special Attention to the Beginning of Words (p. 86)</li> <li>• <u>Teaching Point</u>: Readers pay close attention to the beginning of a word.</li> <li>• <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #5, Session 2 (p. 135)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 144)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<p>Lesson 13</p>	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Word Detectives Watch Out for Endings (p. 90)</li> <li>• <u>Teaching Point</u>: Word detectives see a big word has an ending they know, and break it off to figure out what’s left.</li> <li>• <u>Prepare</u> chart “Word Detectives Watch Out for Endings Like:”</li> <li>• <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #6, Session 1 (p. 132)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 3</u>: Word Study (p. 146)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<p>Lesson 14</p>	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Word Detectives Don’t Let Vowels Trip Them Up (p. 97)</li> <li>• <u>Teaching Point</u>: Word detectives don’t let vowels trip them up!</li> <li>• <u>Charts</u>: “Good Habits for Solving Hard Words,” “How to Be a Word Detective”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #6, Session 2 (p. 135)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 4</u>: Fluency (p. 148)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<p>Lesson 15</p>	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Word Detectives Use Word Parts They Know to Read New Words (p. 104)</li> <li>• <u>Teaching Point</u>: You can use parts of words you know to help you figure out new words.</li> <li>• <u>Prepare</u> mystery words on cards</li> <li>• <u>Display</u> lyrics of “Readers Look Closely” and refer to YouTube link</li> <li>• <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #7, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #2</li> <li>• <u>Day 5</u>: Putting It All Together (p. 150)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 16	<ul style="list-style-type: none"> <li>• <u>Session 16</u>: Word Detectives Watch Out for Unusual Words (p. 112)</li> <li>• <u>Teaching Point</u>: Word detectives watch out for unusual words in their books.</li> <li>• <u>Prepare</u> chart “Unusual Suspects”</li> <li>• <u>Chart</u>: “Word Detectives Take an Even Closer Look”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #7, Session 2 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #3</li> <li>• Teacher will determine skill to practice</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Word Detectives Smooth Out Their Reading (p. 119)</li> <li>• <u>Teaching Point</u>: Readers reread to make their reading sound smooth.</li> <li>• <u>Charts</u>: “How to Be a Word Detective,” “Word Detectives Use Snap Words to Read,” “Word Detectives Take an Even Closer Look”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #8, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #3</li> <li>• Teacher will determine skill to practice</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>• <u>Session 18</u>: Word Detectives Show Off Their Skills; A Celebration (p. 126)</li> <li>• <u>Teaching Point</u>: Word detectives notice a problem, solve it, check it, and reread to make it smooth.</li> <li>• <u>Charts</u>: “How to Be a Word Detective,” “Word Detectives Use Snap Words to Read,” “Word Detectives Take an Even Closer Look”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book #8, Session 2 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book #3</li> <li>• Teacher will determine skill to practice</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

**Formative Assessments:**

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.

- Students’ jottings on Post-it notes

Summative Assessments:

- For students not meeting the September/October Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

**Resources**

Core

- *Word Detectives: Strategies for Using High-Frequency Words and for Decoding* (Grade 1, If/Then Unit)
- *A Country Mouse and a Town Mouse* by Ruth Mattison
- *Nate the Great* by Marjorie Weinman Sharmat
- *The Birthday Boy* by Debbie Croft
- *Lost Socks* by Dawn McMillan
- Word detective kits
- Word wall
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *Donovan’s Word Jar* by Monalisa DeGross
- *Max’s Words* by Kate Banks
- *Take Away the A* by Michaël Escoffier
- *The Boy Who Loved Words* by Roni Schotter and Giselle Potter
- *The Word Collector* by Sonja Wimmer
- *The Photo Book* by Beverley Randell
- *Tiger, Tiger,* by Beverley Randell
- *Wake Up, Dad* by Beverley Randell
- the *Young Cam Jansen* series by David A. Adler
- the *Nate the Great* series by Marjorie Weinman Sharmat
- the *High-Rise Private Eyes* series by Cynthia Rylant
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

**Time Allotment**

- November

<b>Word Study: Foundations</b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
3	<ul style="list-style-type: none"> <li>• Consonant digraphs: <i>sh, ch, th, wh, ck</i></li> <li>• Narrative story form</li> <li>• Reading with accuracy and prosody</li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>

	<ul style="list-style-type: none"> <li>• Retelling with visualization</li> <li>• High-frequency (sight) words: <i>as, has, to, into, we, he, she, be, me, for, or</i></li> </ul>	
4	<ul style="list-style-type: none"> <li>• Bonus letters spelling rule: <i>ff, ll, ss, zz</i></li> <li>• Glued sound: <i>-all</i></li> <li>• Reading with accuracy and prosody</li> <li>• Exclamation point and quotation marks</li> <li>• High-frequency (sight) words: <i>you, your, I, they, was, one, said</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 3 & 4

**Time Allotment**

- November

## UNIT 3

### Holidays around the World: Nonfiction Frontload; Word Study (*Foundations Unit 5*)

#### Unit Goals

At the completion of this unit, students will:

- read lots of information books about different holidays.
- learn to organize their information about different holidays and giveacts.
- participate in collaborative conversations regarding holidays with partners.

CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.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.



CCS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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> ).

### **Unit Essential Questions**

- How do I read an informational book to learn about various holidays?

- What strategies do students use while reading nonfiction text?
- How do I work with reading partners to discuss various holidays?
- How can I decode tricky words in a text?
- How can I use the text to understand the meaning of a word?

### Scope and Sequence

Suggested Countries to Visit	Suggested Holidays to Read About
Africa	Kwanzaa
China	Chinese New Year
Germany	St. Nicholas Day
India	Diwali
Israel	Hanukkah
Mexico	Las Posadas
North America	Christmas
Spain	Three Kings' Day
Sweden	St. Lucia

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

### Resources

#### Core

- Note-taking system for conferencing
- Reader's Notebook or Folder

#### Supplemental

- Chinese New Year
  - *Ruby's Chinese New Year* by Vickie Lee
  - *Bringing in the New Year* by Grace Lin
  - *Chinese New Year* by David F. Marx
  - *Lion Dancer: Ernie Wan's Chinese New Year* by Kate Waters and Madeline Slovenz-Low
  - PebbleGo articles
- Christmas
  - *Christmas around the World* by Mary D. Lankford
  - PebbleGo articles
- Diwali

- PebbleGo articles
- Hanukkah
  - *The Story of Hanukkah* by David A. Adler
  - PebbleGo articles
- Kwanzaa
  - *K Is for Kwanzaa* by Juwanda Ford and Ken Wilson-Max
  - *The Children’s Book of Kwanzaa: A Guide to Celebrating the Holiday* by Dolores Johnson
  - PebbleGo articles
- Las Posadas
  - *The Night of Las Posadas* by Tomie dePaola
- Ramadan
  - *Max Celebrates Ramadan* by Adria F. Worsham
  - PebbleGo articles
- St. Lucia
  - PebbleGo articles
- St. Nicholas Day
  - *Saint Nicholas* by Ida Bohatta
- Three Kings’ Day
  - *The Story of the Three Wise Kings* by Tomie dePaola
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries

**Time Allotment**

- December

<b>Word Study: Foundations</b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
5	<ul style="list-style-type: none"> <li>● Glued sounds: <i>am, an</i></li> <li>● Reading with accuracy and prosody</li> <li>● High-frequency (sight) words: <i>from, have, do, does</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Test for *Foundations* Unit 5

**Time Allotment**

- December

## UNIT 4

### Learning about the World: Reading Nonfiction; Word Study (*Foundations Units 6 & 7*)

#### Unit Goals

At the completion of this unit, students will:

- read lots of information books about lots of different topics.
- learn to organize their information to include naming their topic and giving facts.
- participate in collaborative conversations with partners.

CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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*).

### Unit Essential Questions

- How do I read an informational book to learn about my topic?
- What strategies do I use while reading nonfiction text?
- How do I work with reading partners to apply reading strategies?
- How can I decode tricky words in a text?
- How I can use the text to understand the meaning of a word?
- How can I read aloud like an expert reader?

### Scope and Sequence

Learning about the World: Reading Nonfiction			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> <li>• Gather a variety of high-interest informational books spanning your students’ just-right levels.</li> <li>• Collect texts for mini-lessons and guided reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 114-122.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 123-134.</li> </ul>
Bend I: Getting Smart on Nonfiction Topics			
Lesson 1	<ul style="list-style-type: none"> <li>• <u>Session 1</u>: Getting Started as a Nonfiction Reader (p. 2); <i>Hang on, Monkey!</i></li> <li>• <u>Teaching Point</u>: Take a sneak peek to start learning.</li> <li>• <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Super Storms</i>, Session 1 (p. 114)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Owls</i></li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 124)</li> <li>• <u>Warm Up</u>: “Eagle Flight” and “Migration”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• <u>Session 2</u>: Studying One Page Can Teach So Much (p. 8)</li> <li>• <u>Teaching Point</u>: Stop and study each page.</li> <li>• <u>Chart</u>: “How to Get Super Smart</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Super Storms</i>, Session 2 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Owls</i></li> <li>• <u>Day 2</u>: Cross-Checking (MSV) (p. 127)</li> <li>• <u>Warm Up</u>: “Eagle</li> </ul>

	about Nonfiction Topics”		Flight” and “Migration”
Lesson 3	<ul style="list-style-type: none"> <li>• <u>Session 3</u>: Readers Learn More by Chatting about What’s Happening (p. 15)</li> <li>• <u>Teaching Point</u>: Chat about a page or the book.</li> <li>• <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Super Storms</i>, Session 3 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Owls</i></li> <li>• <u>Day 3</u>: Word Study (p. 130)</li> <li>• <u>Warm Up</u>: “Eagle Flight” and “Migration”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• <u>Session 4</u>: Readers reread to Make Sure They Understand Their Books (p. 22)</li> <li>• <u>Teaching Point</u>: What have I learned about this topic? Am I smarter about the topic now? Look back and remember all that the book has taught me.</li> <li>• <u>Note</u> p. 23, “Did I <u>RETELL</u> well?”</li> <li>• <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #1, Session 1 (p. 116)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Owls</i></li> <li>• <u>Day 4</u>: Fluency and Expression (p. 132)</li> <li>• <u>Warm Up</u>: “Eagle Flight” and “Migration”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• <u>Session 5</u>: Working on Fluency, Including Stress and Intonation (p. 28)</li> <li>• <u>Teaching Point</u>: Make your voice sound smooth and lively!</li> <li>• <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #1, Session 2 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Owls</i></li> <li>• <u>Day 5</u>: Putting It All Together (p. 133)</li> <li>• <u>Warm Up</u>: “Eagle Flight” and “Migration”</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>• <u>Session 6</u>: A Celebration of Learning (p. 35)</li> <li>• <u>Teaching Point</u>: Readers talk about their nonfiction topics with partners.</li> <li>• <u>Share</u>: See p. 40; students can jot goals quickly on Post-its or index cards</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #1, Session 3 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #1</li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 124)</li> <li>• <u>Warm Up</u>:</li> </ul>

			Teacher choice
<b>Bend II: Tackling Super Hard Words in Order to Keep Learning</b>			
Lesson 7	<ul style="list-style-type: none"> <li>• <u>Session 7</u>: Readers Don't Let Hard Words Get in Their Way (p. 42)</li> <li>• <u>Teaching Point</u>: Readers use everything they know to solve tricky words.</li> <li>• <u>Chart</u>: "Good Habits for Solving Hard Words"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #2, Session 1 (p. 116)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #1</li> <li>• <u>Day 2</u>: Cross-Checking (MSV) (p. 127)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• <u>Session 8</u>: Crashing Word Parts Together to Solve the Whole Word (p. 49)</li> <li>• <u>Teaching Point</u>: Crash the parts together!</li> <li>• <u>Chart</u>: "Good Habits for Solving Hard Words"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #2, Session 2 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #1</li> <li>• <u>Day 3</u>: Word Study (p. 130)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Readers Check that the Words They Read Look Right and Make Sense (p. 56)</li> <li>• <u>Teaching Point</u>: Do a <u>slow</u> check.</li> <li>• <u>Chart</u>: "Good Habits for Solving Hard Words"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #2, Session 3 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #1</li> <li>• <u>Day 4</u>: Fluency and Expression (p. 132)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Readers Learn New Words as They Read (p. 60)</li> <li>• <u>Teaching Point</u>: Say the word the best you can. Think about what it means.</li> <li>• <u>Chart</u>: "Good Habits for Solving Hard Words"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #3, Session 1 (p. 116)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #1</li> <li>• <u>Day 5</u>: Putting It All Together (p. 133)</li> </ul>



			<ul style="list-style-type: none"> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>• <u>Session 11</u>: Readers Find and Think about Key Words (p. 65)</li> <li>• <u>Teaching Point</u>: Find and think about key words.</li> <li>• <u>Chart</u>: “How to Get Super Smart about Nonfiction Topics”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #3, Session 2 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #2</li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 124)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>• <u>Session 12</u>: Rereading a Page to Find the Just-Right Sound (p. 73)</li> <li>• <u>Teaching Point</u>: Readers of nonfiction read and reread the pages of their books to find just the right way each page should sound. Try scooping the word two different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #3, Session 3 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #2</li> <li>• <u>Day 2</u>: Cross-Checking (MSV) (p. 127)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend III: Reading Aloud like Experts</b>			
Prior to Lesson 13	<ul style="list-style-type: none"> <li>• Gather <i>Hang on, Monkey!</i> (for Session 13), <i>Owls</i> (for Sessions 14-18), and <i>Sharks</i> (for Session 15)</li> <li>• Review “GETTING READY” for every session</li> </ul>		
Lesson 13	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Finding Interesting Things to Share (p. 78)</li> <li>• <u>Teaching Point</u>: Mark pages where you found something interesting or important.</li> <li>• <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #4, Session 1 (p. 116)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #2</li> <li>• <u>Day 3</u>: Word Study (p. 130)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 14	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Reading with Feeling (p. 85)</li> <li>• <u>Teaching Point</u>: Show the feeling in each part!</li> <li>• <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #4, Session 2 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #2</li> <li>• <u>Day 4</u>: Fluency and Expression (p. 132)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Reading like a Writer (p. 91)</li> <li>• <u>Teaching Point</u>: Study all the parts you find interesting and important, thinking not just like a reader, but also like a writer.</li> <li>• See “Link” for additional teaching point.</li> <li>• <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #4, Session 3 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #2</li> <li>• <u>Day 5</u>: Putting It All Together (p. 133)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>• <u>Session 16</u>: Readers Plan to Talk and Think about Key Words (p. 98)</li> <li>• <u>Teaching Point</u>: Explain and think about key words.</li> <li>• <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #5, Session 1 (p. 116)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #3</li> <li>• Teacher will determine skill to practice</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Using Drama to Bring Your Read-Aloud to Life (p. 102)</li> <li>• <u>Teaching Point</u>: Use drama to bring the topic to life!</li> <li>• <u>Chart</u>: “How to Read Aloud like an Expert”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice nonfiction book #5, Session 2 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book #3</li> <li>• Teacher will determine skill to practice</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>• <u>Session 18</u>: A Celebration of Reading to Learn about the World (p. 108)</li> <li>• <u>Teaching Point</u>: Read your books</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice nonfiction book</li> </ul>

	aloud like experts! • <u>Chart</u> : “How to Read Aloud like an Expert”	nonfiction book #5, Session 3 (p. 121)	#3 • Teacher will determine skill to practice
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### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

#### Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

#### Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

### Resources

#### Core

- *Learning about the World: Reading Nonfiction* (Grade 1, Unit 2)
- *Hang on, Monkey!* by Susan B. Neuman
- *I Want to be a Doctor* by Dan Liebman
- *Owls* by Mary R. Dunn
- *Sharks!* by Anne Schreiber
- *Super Storms* by Seymour Simon
- Note-taking system for conferencing
- Reader’s Notebook or Folder

#### Supplemental

- *A Harbor Seal Pup Grows Up* by Joan Hewett
- *A Kangaroo Joey Grows Up* by Joan Hewett
- *A Day at the Firehouse* by Giovanni Caviezel
- *Tuti’s Play* by Jan Reynolds
- Wild Kratts. “Spirit Bear.” <http://pbskids.org/wildkratts/videos/>. Web.
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

### Time Allotment

- January – mid February

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
<u>Note:</u> Vowel team charts should be reviewed daily by this point.		
6	<ul style="list-style-type: none"> <li>• Suffix: -s, pluralization</li> <li>• Narrative vs. informational</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>were, are, who, what, when, where, there, here</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3 weeks</li> </ul>
7	<ul style="list-style-type: none"> <li>• Glued sounds: <i>ang, ing, ong, ung, ank, ink, onk, unk</i></li> <li>• Blending <i>nk</i> &amp; <i>ng</i></li> <li>• Narrative vs. informational</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>why, by, my, try, put, two, too, very, also, some, come</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3 weeks</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 6 & 7

**Time Allotment**

- January – mid February

**UNIT 5**  
**Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension;**  
**Word Study (*Foundations* Units 8 & 9)**

**Unit Goals**

At the completion of this unit, students will:

- strengthen their ability to monitor their reading.
- self-correct their reading for errors.
- develop efficient strategies for word decoding.
- develop comprehension skills in longer texts.
- strengthen fluency skills while reading aloud to a partner.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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> ).

### **Unit Essential Questions**

- How can I monitor my own reading?

- How can I read tricky words?
- How can I use tools to help me understand my book?
- How can I make my reading sound fluent?

## Scope and Sequence

Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> <li>• Gather a variety of high-interest books spanning your students’ just-right levels.</li> <li>• For charts, from the start of the unit you’ll find yourself referencing “Good Habits for Solving Hard Words” and “Reading Partners Work Together.” As you move through the unit, you’ll revise these charts, removing strategies and behaviors the students know by heart and adding new ones as their learning grows.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 116-125.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 123-138.</li> </ul>
Bend I: Readers Have Important Jobs to Do			
Lesson 1	<ul style="list-style-type: none"> <li>• <u>Use</u> <i>The Dinosaur Chase</i> for Bend I.</li> <li>• <u>Session 1</u>: You Be the Boss! Readers Say, “I Can Do This!” (p. 2)</li> <li>• <u>Teaching Point</u>: Stop at the first sign of trouble and try something.</li> <li>• <u>Chart</u>: “Be the Boss of Your Reading!”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Frog and Toad Are Friends</i>, Session 1 (p. 116)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tumbleweed Stew</i></li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 127)</li> <li>• <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• <u>Session 2</u>: Readers Use <i>Everything They Know</i> to Solve a Word (p. 10)</li> <li>• <u>Teaching Point</u>: Try something ELSE to get the job done.</li> <li>• <u>Chart</u>: “Be the Boss of Your Reading!”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Frog and Toad Are Friends</i>, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tumbleweed Stew</i></li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 130)</li> <li>• <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>

Lesson 3	<ul style="list-style-type: none"> <li>• <u>Session 3</u>: Readers “Check It!” to Self-Monitor (p. 17)</li> <li>• <u>Teaching Point</u>: Check it. Do a triple-check!</li> <li>• <u>Chart</u>: “Be the Boss of Your Reading!”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Frog and Toad Are Friends</i>, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tumbleweed Stew</i></li> <li>• <u>Day 3</u>: Word Study (p. 132)</li> <li>• <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• <u>Session 4</u>: Readers Make a Plan (p. 25)</li> <li>• <u>Teaching Point</u>: Readers think, “What do I do a lot? What can I do even more?” and then they plan to be the best they can be.</li> <li>• <u>Chart</u>: “Be the Boss of Your Reading!”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #1, Session 1 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tumbleweed Stew</i></li> <li>• <u>Day 4</u>: Fluency (p. 134)</li> <li>• <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• <u>Session 5</u>: Readers Get Help When They Need It (p. 27)</li> <li>• <u>Teaching Point</u>: Partners work together to solve hard problems.</li> <li>• <u>Chart</u>: “Reading Partners Work Together”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #1, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tumbleweed Stew</i></li> <li>• <u>Day 5</u>: Putting It All Together (p. 136)</li> <li>• <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>
<b>Bend II: Readers Add New Tools to Read Hard Words</b>			
Lesson 6	<ul style="list-style-type: none"> <li>• <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II.</li> <li>• <u>Session 6</u>: Readers Think about the Story to Problem-Solve Words (p. 36)</li> <li>• <u>Teaching Point</u>: Think about what’s happening.</li> <li>• <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #1, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #1</li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 127)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>



Lesson 7	<ul style="list-style-type: none"> <li>• <u>Session 7</u>: Readers Think about What Kind of Word Would Fit (p. 43)</li> <li>• <u>Teaching Point</u>: Think what kind of word would fit. What would sound right? What kind of word would fit here?</li> <li>• <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #2, Session 1 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #1</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 130)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• <u>Session 8</u>: Readers Slow Down to Break Up Long Words (p. 50)</li> <li>• <u>Teaching Point</u>: Read the word part by part.</li> <li>• <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #2, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #1</li> <li>• <u>Day 3</u>: Word Study (p. 132)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Readers Use Words They Know to Solve Words They Don’t Know (p. 58)</li> <li>• <u>Teaching Point</u>: Use a word that you do know to figure out a word that you don’t know.</li> <li>• <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #2, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #1</li> <li>• <u>Day 4</u>: Fluency (p. 134)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Readers Try Sounds Many Ways to Figure Out Words (p. 66)</li> <li>• <u>Teaching Point</u>: Try it many ways.</li> <li>• <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #3, Session</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #1</li> <li>• <u>Day 5</u>: Putting It All Together (p. 136)</li> </ul>

		1 (p. 118)	<ul style="list-style-type: none"> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>• <u>Session 11</u>: Readers Use Sight Words to Read Fluently (p. 69)</li> <li>• <u>Teaching Point</u>: Check if it's a snap word!</li> <li>• <u>Chart</u>: "Tools for Solving and Checking Hard Words"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #3, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #2</li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 127)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend III: Readers Use Tools to <i>Understand</i> Their Books</b>			
Lesson 12	<ul style="list-style-type: none"> <li>• <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II.</li> <li>• <u>Session 12</u>: Readers Work to Understand, Rereading If They Don't Get It (p. 76)</li> <li>• <u>Teaching Point</u>: Readers check for understanding, and if they don't understand, they go back and reread.</li> <li>• <u>Chart</u>: "Tools for Understanding Our Books"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #3, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #2</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 130)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Readers Make Mind Movies to Picture What's Happening (p. 82)</li> <li>• <u>Teaching Point</u>: Make a movie to picture what's happening.</li> <li>• <u>Chart</u>: "Tools for Understanding Our Books"</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #4, Session 1 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #2</li> <li>• <u>Day 3</u>: Word Study (p. 132)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Readers Keep Track of Who's Talking as They Read (p. 88)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: Keep track of who’s talking!</li> <li>• <u>Chart</u>: “Tools for Understanding Our Books”</li> </ul>	choice engaging chapter book with episodes #4, Session 2 (p. 121)	engaging chapter book with episodes #2 <ul style="list-style-type: none"> <li>• <u>Day 4</u>: Fluency (p. 134)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Readers Don’t Just <i>Read</i> Words, They <i>Understand</i> Words (p. 91)</li> <li>• <u>Teaching Point</u>: When you come to a word that you don’t know, say the word the best you can, and think about what it means.</li> <li>• <u>Chart</u>: “Tools for Understanding Our Books”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #4, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #2</li> <li>• <u>Day 5</u>: Putting It All Together (p. 136)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend IV: Readers Use Everything They Know to Get the Job Done</b>			
Lesson 16	<ul style="list-style-type: none"> <li>• <u>Use <i>Tumbleweed Stew</i></u> for Bend IV.</li> <li>• <u>Session 16</u>: Readers Use Everything They Know to Get the Job Done <i>Quickly!</i> (p. 100)</li> <li>• <u>Teaching Point</u>: While reading, use everything you know, quickly!</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #5, Session 1 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #3</li> <li>• Teacher will determine skill to practice</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Readers Investigate Ways to Make Their Reading Sound Great (p. 106)</li> <li>• <u>Inquiry Question</u>: What does this reader do that I can try, too, to make my reading sound really great?</li> <li>• <u>Chart</u>: “Ways to Sound Like a Reading Star!”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #5, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #3</li> <li>• Teacher will determine skill to practice</li> </ul>

Lesson 18	<ul style="list-style-type: none"> <li>• <u>Session 18</u>: Partners Work Together to Make Their Reading Sound Its Very Best (p. 112)</li> <li>• <u>Teaching Point</u>: To read your very best, it helps to have an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice engaging chapter book with episodes #5, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice engaging chapter book with episodes #3</li> <li>• Teacher will determine skill to practice</li> </ul>
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### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

#### Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

#### Summative Assessments:

- For students not meeting the January Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

### Resources

#### Core

- *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension* (Grade 1, Unit 3)
- *The Dinosaur Chase* by Hugh Price
- *Frog and Toad Are Friends* by Arnold Lobel
- *Tumbleweed Stew* by Susan Stevens Crummel
- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky
- Note-taking system for conferencing
- Reader’s Notebook or Folder

#### Supplemental

- *A Visitor for Bear* by Bonny Becker
- *Chester’s Way* by Kevin Henkes
- *George and Martha* by James Marshall
- *Henry and Mudge* by Cynthia Rylant
- *Poppleton* by Cynthia Rylant

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

**Time Allotment**

- mid February – March

<b>Word Study: <i>Foundations</i></b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
8	<ul style="list-style-type: none"> <li>• Consonant blend and digraph blends</li> <li>• Reading 4 sounds</li> <li>• Suffix <i>-s</i></li> <li>• <i>r</i>-controlled: <i>ar, or, er, ir, ur</i></li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>would, could, should, her, over, number</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>
9	<ul style="list-style-type: none"> <li>• Closed-syllable vowel teams: <i>ai, ay, ee, ea, ey, oi, oy</i></li> <li>• Narrative vs. informational</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>say, says, see, between, each</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 8 & 9

**Time Allotment**

- mid February – March

**UNIT 6**  
**Meeting Characters and Learning Lessons: A Study of Story Elements;**  
**Word Study (*Foundations* Units 10 & 11)**

**Unit Goals**

At the completion of this unit, students will:

- use pictures and details to envision what’s happening and where the story takes place.
- learn that characters are the most important ingredient in any story.
- learn that books teach little life lessons.
- grow opinions about books.

CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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*).

### Unit Essential Questions

- What do readers do to retell a story?
- How do I get to know a character better?
- How do readers find clues in the text to show characters’ feelings?
- How do characters’ feelings change in the story?
- What life lessons do readers learn from books?

### Scope and Sequence

Meeting Characters and Learning Lessons: A Study of Story Elements			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> <li>• Pull from your classroom library beloved character book series.</li> <li>• Prepare retell booklets (see p. xiii), craft sticks for talk tools, and director’s tools. Online resources are available.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 106-113.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 114-125. Copy “Chums” for Warm Up.</li> </ul>
Bend I: Going on Reading Adventures			
Lesson 1	<ul style="list-style-type: none"> <li>• <u>Use <i>Iris and Walter and the Field Trip</i></u> for Bend I.</li> <li>• <u>Session 1, Day 1</u>: Readers Preview Stories to Get Ready for Reading Adventures (p. 2)</li> <li>• <u>Teaching Point</u>: Readers take a sneak peak to find out where they will go and what they will do.</li> <li>• <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Upstairs Mouse, Downstairs Mole</i>, Session 1 (p. 106)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Scary Movie”</li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 115)</li> <li>• <u>Warm Up</u>: “Chums”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• <u>Session 1, Day 2</u>: Readers Preview Stories to Get Ready for Reading Adventures (p. 2)</li> <li>• <u>Teaching Point</u>: Readers need to use</li> </ul>		<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Scary Movie”</li> </ul>



	<p>the pictures and words to keep track of the where and when of each part of the story.</p> <ul style="list-style-type: none"> <li>• <u>See Share</u>, p. 8.</li> <li>• <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 118)</li> <li>• <u>Warm Up</u>: “Chums”</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>• <u>Session 2</u>: Readers Use the Storyline to Predict (p. 10)</li> <li>• <u>Teaching Point</u>: Readers look ahead and imagine what’s next and think about what has already happened to make a prediction.</li> <li>• <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Upstairs Mouse, Downstairs Mole</i>, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Scary Movie”</li> <li>• <u>Day 3</u>: Word Study (p. 120)</li> <li>• <u>Warm Up</u>: “Chums”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• <u>Session 3</u>: Readers Retell to Retain the Story (p. 16)</li> <li>• <u>Teaching Point</u>: Marking important parts will help you retell what happened.</li> <li>• <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #1, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Scary Movie”</li> <li>• <u>Day 4</u>: Fluency (p. 122)</li> <li>• <u>Warm Up</u>: “Chums”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• <u>Session 4</u>: Readers Revisit Books to Notice More (p. 22)</li> <li>• <u>Teaching Point</u>: Readers know they can go back to the same place, page, and reading adventure to see something new by rereading.</li> <li>• <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #1, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Scary Movie”</li> <li>• <u>Day 5</u>: Putting It All Together (p. 124)</li> <li>• <u>Warm Up</u>: “Chums”</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>• <u>Session 5</u>: Readers Reread to Notice Pages that Go Together (p. 28)</li> <li>• <u>Teaching Point</u>: Readers reread to notice how parts go together.</li> <li>• <u>Chart</u>: “Off We Go! Readers Go on</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Secret Club”</li> <li>• <u>Day 1</u>: Warm Up,</li> </ul>

	Adventures!”	character(s) #2, Session 1 (p. 107)	Book Introduction, and MSV (p. 115) • <u>Warm Up</u> : Teacher choice
<b>Bend II: Studying Characters in Books</b>			
Lesson 7	<ul style="list-style-type: none"> <li>• <u>Use Mr. Putter &amp; Tabby Drop the Ball</u> for Bend II.</li> <li>• <u>Session 6</u>: Learning about the Main Character (p. 32)</li> <li>• <u>Teaching Point</u>: Characters are the most important ingredient in any story, so readers pay attention to details to learn all they can about them.</li> <li>• <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #2, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Secret Club”</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 118)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• <u>Session 7</u>: Readers Learn about Characters by Noticing Their Relationships (p. 38)</li> <li>• <u>Teaching Point</u>: Readers don’t just get to know the character who is the star of the story. They get to know other characters too.</li> <li>• <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #3, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Secret Club”</li> <li>• <u>Day 3</u>: Word Study (p. 120)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>• <u>Session 8</u>: Rereading to Learn More about Characters (p. 45)</li> <li>• <u>Teaching Point</u>: Readers reread to notice new details about their character.</li> <li>• <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #3, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and Martha: One More Time</i>, “The Secret Club”</li> <li>• <u>Day 4</u>: Fluency (p. 122)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Readers Become the</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive</li> </ul>	<ul style="list-style-type: none"> <li>• <i>George and</i></li> </ul>

	<p>Character (p. 51)</p> <ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: Readers change their voices to take on what the character is feeling and bring the characters to life.</li> <li>• <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>	<p>read-aloud choice fiction book with strong character(s) #4, Session 1 (p. 107)</p>	<p><i>Martha: One More Time</i>, “The Secret Club”</p> <ul style="list-style-type: none"> <li>• <u>Day 5</u>: Putting It All Together (p. 124)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Characters’ Feelings Change, and So Do Readers’ Voices (p. 54)</li> <li>• <u>Teaching Point</u>: Readers expect a character’s voice to change across the story, and when the character’s feelings change, readers take action.</li> <li>• <u>Chart</u>: “Readers Meet Characters along the Way!”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #4, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #1</li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 115)</li> <li>• <u>Warm Up</u>: Same choice fiction book</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>• <u>Session 11</u>: Clues Help Readers Know <i>How</i> to Read a Story (p. 61)</li> <li>• <u>Teaching Point</u>: Readers use clues in the text to read the text the way the author wants them to.</li> <li>• <u>Chart</u>: Inquiry chart with blank Post-its</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #5, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #1</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 118)</li> <li>• <u>Warm Up</u>: Same choice fiction book</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>• <u>Session 12</u>: Readers Reread to Smooth out Their Voices and Show Big Feelings (p. 67)</li> <li>• <u>Teaching Point</u>: Readers reread to find new details, learn more about</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #1</li> </ul>

	their characters, and make their voices smoother.	character(s) #5, Session 2 (p. 111)	<ul style="list-style-type: none"> <li>• <u>Day 3</u>: Word Study (p. 120)</li> <li>• <u>Warm Up</u>: Same choice fiction book</li> </ul>
<b>Bend III: Learning Important Lessons</b>			
Prior to Lesson 14	<ul style="list-style-type: none"> <li>• Gather a collection of familiar books. Place a piece of paper in each one with the book’s life lesson.</li> </ul>		
Lesson 14	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Discovering the Lessons Familiar Stories Teach (p. 70)</li> <li>• <u>Teaching Point</u>: When readers open up a story, there’s a little life lesson.</li> <li>• <u>Chart</u>: “Readers Learn Lessons”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #6, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #1</li> <li>• <u>Day 4</u>: Fluency (p. 122)</li> <li>• <u>Warm Up</u>: Same choice fiction book</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Readers Always Keep Life Lessons in Mind (p. 77)</li> <li>• <u>Teaching Point</u>: Readers think about the lessons when they start reading a new book.</li> <li>• <u>Chart</u>: “Readers Learn Lessons”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #6, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #1</li> <li>• <u>Day 5</u>: Putting It All Together (p. 124)</li> <li>• <u>Warm Up</u>: Same choice fiction book</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Readers Make Comparisons (p. 83)</li> <li>• <u>Teaching Point</u>: Readers compare and contrast books.</li> <li>• <u>Chart</u>: “Readers Learn Lessons”</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #2</li> <li>• <u>Day 1</u>: Warm Up,</li> </ul>

		#7, Session 1 (p. 107)	Book Introduction, and MSV (p. 115) <ul style="list-style-type: none"> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>• <u>Session 16</u>: Readers Group Books by the Lessons They Teach (p. 89)</li> <li>• <u>Teaching Point</u>: When readers compare books, they realize they reach similar lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #7, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #2</li> <li>• <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 118)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend IV: Growing Opinions about Books</b>			
Lesson 18	<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Readers Share Their Opinions about Books (p. 96)</li> <li>• <u>Teaching Point</u>: Readers who know books have strong opinions. Readers don't keep those opinions to themselves; they recommend the books they love the most.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #8, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #2</li> <li>• <u>Day 3</u>: Word Study (p. 120)</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 19	<ul style="list-style-type: none"> <li>• <u>Session 18</u>: Readers Rehearse What They Will Say (p. 102)</li> <li>• <u>Teaching Point</u>: Rehearsing makes your speaking voices smoother.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud choice fiction book with strong character(s) #8, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>• New shared reading choice fiction book with strong character(s) #2</li> <li>• <u>Day 4</u>: Fluency (p. 122) &amp;</li> <li>• <u>Day 5</u>: Putting It All Together (p.</li> </ul>

			124) • <u>Warm Up:</u> Teacher choice
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### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

#### Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

### Resources

#### Core

- *Meeting Characters and Learning Lessons: A Study of Story Elements* (Grade 1, Unit 4)
- *Iris and Walter and the Field Trip* by Elissa Haden Guest
- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yett
- *Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant
- *George and Martha: One More Time* by James Marshall
- Note-taking system for conferencing
- Reader’s Notebook or Folder

#### Supplemental

- *Pancakes for Breakfast* by Tomie dePaola
- *The Carrot Seed* by Ruth Krauss
- *The Ghost-Eye Tree* by Bill Martin, Jr. and John Archambault
- *Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin
- *Curious George Gets a Medal* by H.A. Rey
- *Poppleton* by Cynthia Rylant
- *No, David!* by David Shannon
- *The Tenth Good Thing about Barney* by Judith Viorst
- the *Fly Guy* series by Tedd Arnold
- the *Ivy and Bean* series by Annie Barrows
- the *Amber Brown* series by Paula Danziger
- the *Houndsley and Catina* series by James Howe
- the *Pinky and Rex* series by James Howe
- the *Frog and Toad* series by Arnold Lobel
- the *Little Critter* series by Mercer Mayer
- the *Magic Tree House* series by Mary Pope Osborne

- the *Henry and Mudge* series by Cynthia Rylant
- the *Marvin Redpost* series by Louis Sachar
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

**Time Allotment**

- April – early May

<b>Word Study: Foundations</b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
10	<ul style="list-style-type: none"> <li>• Suffixes: <i>-s, -ed, -ing</i></li> <li>• Vowel teams: <i>oa, oe, ow, ou, oo, ue, ew, au, aw</i></li> <li>• Words with 5 sounds</li> <li>• Narrative vs. informational</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>any, many, how, now, down, out, about, our</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3 weeks</li> </ul>
11	<ul style="list-style-type: none"> <li>• vowel-consonant-<i>e</i></li> <li>• Long vowels</li> <li>• Narrative vs. informational</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>friend, other, another, none, nothing</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 10 & 11

**Time Allotment**

- April – early May

**UNIT 7**  
**Readers Get to Know Characters by Performing Their Books;**  
**Word Study (*Foundations* Units 12, 13, & 14)**

**Unit Goals**

At the completion of this unit, students will:

- continue to use specific strategies to yield deeper comprehension.
- revisit strategies readers use to engage with the characters in the story.
- work in meaningful partnerships.
- roleplay their characters to support comprehension.
- understand characters in a deeper way by participating in a book club.

CCS.ELA-LITERACY.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.
CCS.ELA-LITERACY.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-LITERACY.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.
CCS.ELA-LITERACY.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 sequence of instructions).
CCS.ELA-LITERACY.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-LITERACY.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.
CCS.ELA-LITERACY.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.



CCS.ELA-LITERACY.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-LITERACY.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-LITERACY.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-LITERACY.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-LITERACY.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-LITERACY.RF.1.4B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCS.ELA-LITERACY.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.
CCS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-LITERACY.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.
CCS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-LITERACY.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-LITERACY.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- CCS.ELA-LITERACY.L.1.2B Use end punctuation for sentences.
- CCS.ELA-LITERACY.L.1.2D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- CCS.ELA-LITERACY.L.1.2E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- CCS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- CCS.ELA-LITERACY.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*).

**Unit Essential Questions**

- How can I get to know the characters in my books really well?
- How can I read and notice lots of things about characters: the things they do, how they feel, and what they think?
- How can I reread and act out my books with my partner in ways that help me understand and express things about the characters?
- How can I reread my books many times with my book club, thinking about the different ways we can be our characters?
- How can I read and reread my books to get ready to share them with an audience? How can I make the characters and the story come to life?

**Scope and Sequence**

<b>Readers Get to Know Characters by Performing Their Books</b>			
	<b>Reading Workshop</b>	<b>Interactive Read-Aloud</b>	<b>Shared Reading</b>
Prior to Unit	<ul style="list-style-type: none"> <li>• Search leveled library for books that feature characters.</li> <li>• Consider setting up display of previous books with students’ favorite characters.</li> <li>• Choose interactive read-aloud, shared reading, and other books to use as demonstration texts</li> </ul>		

	<p>throughout the unit.</p> <ul style="list-style-type: none"> <li>• Strategically match up children: first in partnerships, then in clubs.</li> </ul>		
<b>Bend I: Readers Have Ways to Get to Know a Character</b>			
Lessons 1-10	<ul style="list-style-type: none"> <li>• You'll teach students strategies to get to know a character well and to describe what that character does in a story. You'll invite students to think of characters in books as friends for life; they only need to open the pages of a book any time they want to see that friend. They'll learn to pay attention to how characters feel, as well as other story elements to get to know the characters in their books.</li> <li>• You may decide to spend up to two weeks in this bend.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and follow Interactive Reading Plan from the back of any Reading Unit of Study book. Do this with three different books. Suggestions are folktales, fairytales, fables, and fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and follow 5-day Shared Reading Plan from the back of any Reading Unit of Study book.</li> <li>• <u>Day 1</u>: Using Meaning, Syntax, and Visual Information to Solve Tricky Words</li> <li>• <u>Day 2</u>: Cross-Checking</li> <li>• <u>Day 3</u>: Word Study</li> <li>• <u>Day 4</u>: Fluency</li> <li>• <u>Day 5</u>: putting It All Together</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend II: Partners Pretend They Are Characters and Perform Books in Clubs to Become Character Experts</b>			
Lessons 11-18	<ul style="list-style-type: none"> <li>• Children will spend a few days learning to think and talk more about characters in their partnership, making inferences and growing ideas about them as they role-play and act out parts of their books, using what they know about each character to infer what they might think and say</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and follow Interactive Reading Plan from the back of any Reading Unit of</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and follow 5-day Shared Reading Plan from the back of any Reading Unit of Study book.</li> <li>• <u>Day 1</u>: Using</li> </ul>

	<p>beyond the pages of the text. Midway through the bend, they will shift to an exciting new structure, spending a week in character book clubs, dramatizing what’s happening in their stories in order to extend their thinking about characters.</p>	<p>Study book. Do this with three different books. Suggestions are folktales, fairytales, fables, and fantasy.</p>	<p>Meaning, Syntax, and Visual Information to Solve Tricky Words</p> <ul style="list-style-type: none"> <li>• <u>Day 2</u>: Cross-Checking</li> <li>• <u>Day 3</u>: Word Study</li> <li>• <u>Day 4</u>: Fluency</li> <li>• <u>Day 5</u>: putting It All Together</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend III: Giving the Gift of Reading</b>			
<p>Lessons 19-23</p>	<ul style="list-style-type: none"> <li>• Children will give each other and an audience the gift of reading by preparing a text to perform. This bend extends similar work introduced in sessions and celebrations that appear in other units of study. The unit of study should be able to be wrapped up in just one week.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and follow Interactive Reading Plan from the back of any Reading Unit of Study book. Do this with three different books. Suggestions are folktales, fairytales, fables, and fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and follow 5-day Shared Reading Plan from the back of any Reading Unit of Study book.</li> <li>• <u>Day 1</u>: Using Meaning, Syntax, and Visual Information to Solve Tricky Words</li> <li>• <u>Day 2</u>: Cross-Checking</li> <li>• <u>Day 3</u>: Word Study</li> <li>• <u>Day 4</u>: Fluency</li> <li>• <u>Day 5</u>: putting It All Together</li> <li>• <u>Warm Up</u>: Teacher choice</li> </ul>

## Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

### Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

### Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

## Resources

### Core

- Note-taking system for conferencing
- Reader’s Notebook or Folder

### Supplemental

- *When Sophie Gets Angry – Really, Really Angry . . .* by Molly Bang
- *Mr. Tiger Goes Wild* by Peter Brown
- *Cork and Fuzz Best Friends* by Dori Chacones
- *Cork and Fuzz No Fooling* by Dori Chacones
- *Cork and Fuzz The Swimming Lesson* by Dori Chacones
- *Dodsworth in New York* by Tim Egan
- *Lilly’s Purple Plastic Purse* by Kevin Henkes
- *The Recess Queen* by Alexis O’Neill
- *Max and Zoe at the Doctor* by Shelley Swanson Sateren
- *Max and Zoe: The Very Best Art Project* by Shelley Swanson Sateren
- *Max and Zoe: Too Many Tricks* by Shelley Swanson Sateren
- *Are You Ready to Play Outside?* by Mo Willems
- the *Biscuit* series by Alyssa Satin Capucilli
- the *Elephant and Piggie* series by Mo Willems
- the *Mrs. Wishy-Washy* series by Joy Cowley
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

### Time Allotment

- mid May – June

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation

12	<ul style="list-style-type: none"> <li>• Concept of a syllable in a multisyllabic word</li> <li>• Compound words</li> <li>• Paragraph structure</li> <li>• Words with two closed syllables</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>people, month, little, been, own, want, Mr., Mrs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3 weeks</li> </ul>
13	<ul style="list-style-type: none"> <li>• Suffixes: <i>-s, -ed, -ing</i></li> <li>• Multisyllabic words</li> <li>• Suffixes added to base words with closed syllable</li> <li>• Paragraph structure</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>work, word, write, being, their, first, look, good, new</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3 weeks</li> </ul>
14	<ul style="list-style-type: none"> <li>• Review sentence construction and proofreading</li> <li>• Review narrative vs. informational</li> <li>• Reading with accuracy and prosody</li> <li>• High-frequency (sight) words: <i>water, called, day, may, way</i></li> </ul>	<ul style="list-style-type: none"> <li>• Review unit if sufficient time</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 10 & 11

**Time Allotment**

- mid May – June

**CURRENT REFERENCE**

Calkins, Lucy. *A Guide to the Reading Workshop: Primary Grades*. Portsmouth, NH: Heinemann. 2015. Print.