



West Windsor-Plainsboro Regional School District
Reading
Grade 1

Grade 1 Reading: Building Good Reading Habits	
Content Area: Language Arts	
Course & Grade Level: English, Grade 1	
Summary and Rationale	
<p>This reading workshop unit establishes a reading community within the classroom, and introduces students to the routines and procedures of the first grade reading workshop. Reading workshop is designed to teach students to seek out books according to their interests, to reflect on their reading lives, and to set personal reading goals. The essential reading skills taught in this unit include reading with stamina, engagement, and fluency. Students will learn about concepts of print and reading strategies, as well as receive support in acquiring good reading habits.</p> <p>In addition to reading workshop, reading in first grade is taught throughout the day as part of shared reading, interactive read alouds, and word study. In shared reading and interactive read alouds, students will learn: concepts of print, sight vocabulary, the thinking readers do before, during, and after reading a book, and how to listen, ask and answer questions, and talk with others about books. Retelling will also be introduced. In word study, the primary focus is on letter/sound association (e.g., phonics), and writing and reading phonetically regular words.</p>	
Recommended Pacing	
September-October (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RL.1 Reading: Literature	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level complexity or above.
Standard RF.1 Reading: Foundational Skills	
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
Standard SL.1 Speaking and Listening	
SL.1.1	Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
Standard L.1 Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.3	Use a variety of types of thinking to solve problems
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
Interdisciplinary Standards Social Studies and Math	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
MP3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> We are all readers in a community of readers. Readers have purpose when they read and interact with books. Readers use many strategies to grow stronger and stronger reading muscles. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do readers participate in a reading community? What work do readers do when they interact with books in meaningful ways? How do readers develop reading stamina? 	
Objectives	
Students will know: <ul style="list-style-type: none"> There are expectations of readers during minilessons, reading time, small group instruction, partner work, and when the teacher is conferring with other children. Readers use strategies, or tools, to help themselves to make meaning from text. 	

- Readers talk about books they have examined, read, or that have been read to them, and discuss these same books in partnerships.

Students will be able to:

- Participate with focus and independence in a reading workshop.
- Use many strategies to help themselves make meaning from text.
- Grow their understanding of books they've read or examined by talking with a partner.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. & Franco, E.D. (2015). *Building Good Reading Habits*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Other Resources for Balanced Literacy:

Interactive Read Aloud:

Beauchat, K. Blamey, K., Philippakos, Z. & Walpole, S. (2012). *Effective Read-Alouds for Early Literacy: A Teacher's Guide for PreK-1*. Guilford.

Interactive Writing :

McCarrier, A., Fountas, I. Pinnell. G.S. (1999). *Interactive Writing: How Language & Literacy Come Together, K-2*. Heinemann.

Shared Reading:

Parkes, B. (2000). *Read it Again! Revisiting Shared Reading*. Stenhouse.

Word Study:

Bear, D., Invernizzi, M. R., Templeton, S., Johnston, F. (2011). *Words Their Way: Word Study for Phonics,*

Vocabulary, and Spelling Instruction. Allyn & Bacon.

Fountas, I. C. & Pinnell, G.S. (2003). *Phonics Lessons: Letters, Words, and How They Work (Grade 1)*. Heinemann.

Fountas, I. C. & Pinnell, G.S. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Heinemann.

Gansky, K. (2000). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. Guilford.

Gansky, K. (2006). *Word Sorts and More: Sound, Pattern, and Meaning Explorations K-3*. Guilford.

Word Walls:

Wagstaff, J. (1999). *Teaching Reading and Writing with Word Walls (Grades K-3)*. Scholastic.

Grade 1 Reading: Word Detectives Use All They Know to Solve Words	
Content Area: Language Arts	
Course & Grade Level: English, Grade 1	
Summary and Rationale	
<p>This reading workshop unit provides an opportunity to revisit the strategy work children learned in kindergarten but need to revisit. The students will begin to develop a growing and flexible repertoire of strategies to help them problem solve words while reading. The children will also learn more sophisticated strategies that will help them read more complex books.</p> <p>In shared and interactive read alouds, students will continue to develop the skills introduced in unit one as well as focus on integrating the problem solving strategies being taught in this reading workshop unit. The thinking that readers do before, during, and after reading a book and learning to listen and talk with others about books and raising the level of this talk will continue to be a focus. In word study, letter sound association and writing and reading phonetically regular words will continue to be explored.</p>	
Recommended Pacing	
October-November (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RL.1 Reading: Literature	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1
Standard RF.1 Reading: Foundational Skills	
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
Standard SL.1. Speaking and Listening	
SL.1.1	Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.

Standard L.1 Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Readers read books to learn about themselves and the world. Reading and making meaning from text is a social activity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do readers use all the strategies they know in ways that help them understand and figure out words in the books that they read? How do readers work with partners to help them solve problems and deepen their understanding of the story? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Readers are active problem solvers. They notice and tackle tricky parts in their books using all they know about the story and letters, sounds and words. Readers can talk with partners about books, listen to and help one another solve tricky parts. Readers read smoothly, like storytellers, to convey the meaning as they read. Students will be able to: <ul style="list-style-type: none"> Apply a growing repertoire of reading strategies in order to self-correct flexibly and monitor for meaning. 	

- Grow their comprehension by talking with partners.
- Reread to deepen understanding and to develop fluency in order to convey meaning.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Franco, E. & Jespersen, H. (2016). *Word Detectives: Strategies for Using High-Frequency Words and For Decoding*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 1 Reading: Learning About the World: Reading Nonfiction

Content Area: Language Arts

Course & Grade Level: English, Grade 1

Summary and Rationale

This unit taps into the idea that children are natural collectors. Students will be immersed in non-fiction through shared reading, interactive read alouds, and reading workshop with an emphasis on reading informational texts with fluency, stamina and comprehension to learn more about the topic of the text. Through shared reading and interactive read alouds, students will be exposed to the text features and thinking that support readers as they learn to navigate non-fiction. In word study, letter sound association, writing and reading phonetically regular words and word patterns will continue to be explored. Problem solving multi-syllable words may also be modeled for students as they come upon vocabulary particular to a topic.

As they read and reread nonfiction in the reading workshop, students will collect, sort, and categorize information about a topic to understand and grow ideas rather than simply state the tiny facts. They will work in small groups (clubs) to compare and contrast information across texts. Students will also apply the strategies they've learned all year to reading nonfiction, tackling new vocabulary and reading with fluency and intonation.

Recommended Pacing

December - January (approximately 25 days)

New Jersey Student Learning Standards

Standard RI.1 Reading: Informational Text

RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in the text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Standard RF.1 Reading: Foundational Skills

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

Standard 3.1. Writing

W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
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W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard SL.1 Speaking & Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
Standard L.1.Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.6	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.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connections	
1.MD.C	Represent and interpret data.
1.MP.2	Reason abstractly and quantitatively.

1.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> We read to learn about the world. Readers often read several books on the same topic in order to build knowledge and compare and contrast the information they know about a topic. Readers share all they learn about a topic with others. 		
Unit Essential Questions		
<ul style="list-style-type: none"> How do we read to learn about the world? How do we compare and contrast information to learn from nonfiction texts? How do we talk to and teach others about what we learn from reading nonfiction texts? 		
Objectives		
Students will know: <ul style="list-style-type: none"> Nonfiction readers use strategies to help them read and understand tricky words and unfamiliar vocabulary. Part of studying a topic is to read many books on one topic and to compare/contrast the information in one book to another. Readers can read and talk about a topic in a reading club. Students will be able to: <ul style="list-style-type: none"> Use a variety of strategies before, during and after reading to get the most out of their books. Connect and compare and contrast information within and across books. Work with partners (and in book clubs) to discuss tricky parts and synthesize and share information in their own words, and to build a greater understanding nonfiction texts. 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> Fountas & Pinnell reading assessment, scored and analyzed Conferring notes Notes from informal observations Student writing about reading Learning Progressions Student Checklists (e.g., self-assessments) 		
Resources		
Suggested Resources: Allington, R. (2002). <i>When Kids Can't Read – What Teachers Can Do</i> . Heinemann. Calkins, L. (2001). <i>The Art of Teaching Reading</i> . Longman. Calkins, L. (2015). <i>A Guide to the Reading Workshop: Primary Grades</i> . Heinemann. Calkins, L. et. Al. (2015). <i>If...Then...Curriculum: Grades K-2</i> . Heinemann. Calkins, L. et al. (2015). <i>Reading Pathways Grades K-2: Performance Assessments and Learning Progressions</i> . Heinemann. Hartman, A. (2015). <i>Learning About the World: Reading Nonfiction</i> . Heinemann. Nichols, M. (2006). <i>Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop</i> . Heinemann. Pinnell, G.S. & Fountas, I. C. (2011). <i>The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2</i> . Heinemann. Serravallo, J. & Goldberg, G. (2007). <i>Conferring With Readers: Supporting Each Student's Growth & Independence</i> . Heinemann.		

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 1 Reading: Readers Get to Know Characters by Performing Their Books	
Content Area: Language Arts	
Course & Grade Level: English, Grade 1	
Summary and Rationale	
<p>First grade students learn aspects of literacy through shared reading, interactive read alouds, word study, and the reading workshop. This reading workshop unit shifts the focus of reading lessons by bringing comprehension to the forefront. Students are taught to think about the characters in books as people, and get to know them by noticing the interesting things they do. By understanding characters, children can better understand books and themselves.</p> <p>In shared and interactive read alouds, students will continue to develop the skills introduced in earlier units as well as focus on characters in stories, which is being taught in this reading workshop unit. The thinking that readers do before, during, and after reading a book and learning to listen and talk with others about books and raising the level of this talk will continue to be a focus. In word study, letter sound association and writing and reading phonetically regular words will continue to be explored.</p>	
Recommended Pacing	
January-February (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RL.1. Reading: Literature	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare or contrast the adventures and experiences of characters in stories.
Standard RF.1 Reading: Foundational Skills	
RF.1.1	Demonstrate understanding of the organization and basic features of print.
PWR.3	Know and apply grade-level phonics and word analysis skills in decoding words.
F.4	Read with sufficient accuracy and fluency to support comprehension.
Standard 3.1.Speaking and Listening	
SL.1.1	Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.

Standard 3.1.Language

SL.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SL.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.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- Readers read stories to understand themselves
- Understanding the characters in a book helps the reader understand the author's message.
- Readers grow their thinking by sharing their ideas with a partner, and by listening and responding to their partner's ideas.

Unit Essential Questions

- How can readers be thoughtful fiction readers?
- How does getting to know characters help readers better understand books and themselves?
- How do readers grow ideas with partners?

Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> • Readers read stories to understand themselves • Understanding the characters in a book helps the reader understand the author's message. • Readers grow their thinking by sharing their ideas with a partner, and by listening and responding to their partner's ideas. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use various strategies for getting to know characters and determine character personalities and traits. • Use clues from the story to read fluently, emphasizing expression and intonation. • Think, talk, and perform favorite stories with reading partners. • Make predictions.
Evidence of Learning
<p>Assessment</p> <ul style="list-style-type: none"> • Fountas & Pinnell reading assessment, scored and analyzed • Conferring notes • Notes from informal observations • Student writing about reading • Learning Progressions • Student Checklists (e.g., self-assessments)
Resources
<p>Suggested Resources:</p> <p>Allington, R. (2002). <i>When Kids Can't Read – What Teachers Can Do</i>. Heinemann.</p> <p>Calkins, L. (2001). <i>The Art of Teaching Reading</i>. Longman.</p> <p>Calkins, L. (2015). <i>A Guide to the Reading Workshop: Primary Grades</i>. Heinemann.</p> <p>Calkins, L. et. Al. (2015). <i>If...Then...Curriculum: Grades K-2</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>Reading Pathways Grades K-2: Performance Assessments and Learning Progressions</i>. Heinemann.</p> <p>Nichols, M. (2006). <i>Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop</i>. Heinemann.</p> <p>Pinnell, G.S. & Fountas, I. C. (2011). <i>The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2</i>. Heinemann.</p> <p>Serravallo, J. & Goldberg, G. (2007). <i>Conferring With Readers: Supporting Each Student's Growth & Independence</i>. Heinemann.</p> <p>Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i>. http://readingandwritingproject.org/resources/documents-to-support-units-of-study</p>

**Grade 1 Reading:
Readers Have Big Jobs To Do:
Fluency, Phonics, and Comprehension**

Content Area: Language Arts

Course & Grade Level: English, Grade 1

Summary and Rationale

In this reading workshop unit students learn to be more aware of self-monitoring as they become more independent in their reading work. They will continue to learn and practice strategies to use when faced with tricky words and when meaning breaks down as well as how to retell. Students learn to balance their reading energies between word solving and meaning, increasing their ability to become thoughtful, efficient, and proficient readers.

In shared and interactive read alouds, students will continue to develop the skills from previous units as well as focus on monitoring to problem solve and to notice their thinking as they read to make sure it is making sense on the sentence, paragraph, and whole text level. In word study, letter sound association, writing and reading phonetically regular words and word patterns will continue to be explored.

Recommended Pacing

February-March (approximately 20 days)

New Jersey Student Learning Standards

Standard RL.1 Reading: Literature

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Standard RF.1 Reading: Foundational Skills

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

Standard SL.1 Speaking and Listening

SL.1.1	Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	Produce complete sentences when appropriate to task and situation.

Standard L.1 Language

L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- Reading is a problem-solving, meaning-making activity.
- Readers read to understand themselves and the world around them.
- Readers have a responsibility to understand the texts they are reading.

Unit Essential Questions

- How do readers understand the text they are reading?
- How do stories help us understand ourselves and the world around us?
- How do readers partner with the author to co-create meaning from the text?

Objectives

Students will know:

- When a word or parts of the story don't make sense, readers take action to clear up their confusion. by using all their knowledge of letters and sounds, their knowledge of word parts, and their understanding of story structure to clear up their confusion.
- Partners coach readers by listening to them read, and/or checking their understanding of the story by watching and listening to them retell and/or act out what they read.
- Readers have questions and can use everything they already know and the clues in the story to help them answer their questions and understand the story better. (Infer)

Students will be able to:

- Use strategies for clearing up any confusion they have while reading (e.g., letter/sound knowledge, story structure, retelling events in sequence).
- Revise thinking as understanding of text grows, especially within partnerships.
- Use clues in the text to infer meaning.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Franco, E.D., Kespersen, H. & Barton, L. (2015). *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 1 Reading: Meeting Characters & Learning Lessons: A Study of Story Elements	
Content Area: Language Arts	
Course & Grade Level: English, Grade 1	
Summary and Rationale	
<p>This reading workshop unit gives students the opportunity to use all they've learned throughout the year to deepen their understanding of the stories they are reading. The first part of the unit highlights the story elements of setting and plot, while putting an emphasis on building literal understanding of the story. From there, students will read and get to know characters in books and talk about them with others in reading clubs, all while doing the foundational work of growing fluency. The students in our classes read and think about texts in the company of others across the day. They learn how to initiate book talks with their peers and how to maintain conversations to grow ideas. By this time of year the students are reading with more accuracy, fluency, and comprehension. The characters in their books are now more developed which offers more ways to invest in a story. Readers will need to be able to predict, infer, and determine importance in order to fully understand the text. Proficiency in these strategies will prepare students for the third and final part of the unit in which they will deeply consider the lessons characters learn, and the larger lesson readers can carry with them into the world.</p> <p>This unit also supports students' thinking in relation to understanding characters deeply through shared reading and interactive read alouds. Shared reading and interactive reading will scaffold students by modeling the thinking and strategies readers use when reading about characters. In word study, students will continue to deepen their understanding of how words work.</p>	
Recommended Pacing	
March - May (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RL.1 Reading: Literature	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in the text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare or contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Standard RF.1 Reading: Foundational Skills	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

Standard SL.1 Speaking and Listening	
SL.1.1	Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
Standard 3.1 Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Readers study the characters in books to help them better understand themselves and the world. • Readers have expectations for character's behaviors in series books, but also notice surprises. • Discussing texts in clubs helps deepen our understanding, and those conversations about their reading to help them infer and interpret texts. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What strategies do readers use to get to know characters? • How do characters change in a book and across a series? 	

- How do readers interact/talk with each other in reading clubs in order to grow their comprehension?

Objectives

Students will know:

- Readers pay attention to patterns within a text or across a series to predict and understand characters, inferring in order to understand the character's thoughts, feelings, and motivations.
- Readers use what they have learned about a character and the way stories typically go (e.g., story structure) to understand the character and predict what might happen next.
- Readers set goals to guide what they will study/focus on/share in their reading club, and then share their reactions to what they have read in reading clubs.

Students will be able to:

- Use what they know about a character to predict what might happen next, and compare and contrast patterns of character behavior across a series of books and use them to predict across a whole book, several books or a series.
- Use what they have read and what they know about people and the world to make inferences about a character, make theories about characters by noticing actions and associating the actions with a character's behavior.
- Work in reading clubs to think, talk, and perform favorite stories, and reflect on how reading clubs are going.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

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Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Franco, E.D. (2015). *Meeting Characters and Learning Lessons: A Study of Story Elements*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

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<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 1 Reading: Reading Nonfiction Cover to Cover	
Content Area: Language Arts	
Course & Grade Level: English, Grade 1	
Summary and Rationale	
This unit encourages an exploration of a science topic through nonfiction texts in reading. In order for students to have many possible choices later in life, work must begin early to teach them to have a lifelong relationship with science. Students develop attitudes and a relationship with learning through reading of many kinds of texts and through the integration of reading and writing in the content areas. This unit connects reading, writing and science in the reading workshop. The children will read about science in the reading workshop and write All About books in the writing workshop around science topics.	
Recommended Pacing	
May - June (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RI.1 Reading: Informational Text	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
Standard RF.1 Reading: Foundational Skills	
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.1 Writing	
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard SL.1 Speaking & Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
Standard L.1 Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
1.MD.C	Represent and interpret data.	
1.MP.2	Reason abstractly and quantitatively.	
1.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> There are many purposes for reading and writing information text. Reading expands our learning. We read information text to understand what the author is teaching us. 		
Unit Essential Questions		
<ul style="list-style-type: none"> Why do we read informational text? How do we use inquiry in reading to learn about a science topic? How does an author shape our thinking about a topic? 		
Objectives		
Students will know: <ul style="list-style-type: none"> There are strategies readers and scientists use to read to learn. Reading information text can lead us to important questions and answers, and grow our learning. Readers and scientists collaborate with peers to gather information on a topic and teach others about that topic. Students will be able to: <ul style="list-style-type: none"> Use strategies for reading informational text before, during and after reading or watching video on a topic including how to understand new vocabulary. With guidance, follow the stages of inquiry across a topic of interest (gather information, raise questions develop ideas, search for more ideas) reading several books on a science topic. Work with partnerships and small groups to learn about a topic, and prepare for and present their learning on a topic. 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> Fountas & Pinnell reading assessment, scored and analyzed Conferring notes Notes from informal observations Student writing about reading Learning Progressions Student Checklists (e.g., self-assessments) 		
Resources		
Suggested Resources: Allington, R. (2002). <i>When Kids Can't Read – What Teachers Can Do</i> . Heinemann. Calkins, L. (2001). <i>The Art of Teaching Reading</i> . Longman. Calkins, L. (2015). <i>A Guide to the Reading Workshop: Primary Grades</i> . Heinemann. Calkins, L. et. Al. (2015). <i>If...Then...Curriculum: Grades K-2</i> . Heinemann.		

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