

Mendham Township School District
Reading Curriculum
Grade 1

Grade 1 Unit 1: Readers Build Good Habits

Stage 1: Desired Results

Reading Level Benchmark: D, E

Unit Goals:

- Readers establish reading workshop routines and expectations to create a strong reading community.
- Students will learn how to go about choosing books.
- Readers build reading stamina.
- Readers set goals for themselves.
- Readers reread for different purposes.
- Students will establish reading logs.
- Readers make pictures in their minds as they read.
- Readers become stronger readers because they share, students learn strategies to coach reading partners.

Essential Questions:

- How do readers select just right books?
- How do readers build stamina?
- How and why do readers set goals for reading?
- Why do we reread books?
- How do reading logs help build meaning?
- How do mental pictures help build meaning?
- How can we become stronger readers through sharing what we read?

Skills/Knowledge

Students will be able to...

- Sustain reading for at least 15 minutes
- Set reading goals
- Establish and keep a reading log
- Use mental pictures to strengthen reading comprehension
- Use strategies to coach reading partners

Common Core Standards for ELA

RL.1. 1-7, 9,10

FS.1. 1-4

Stage 2-Assessment Evidence

Observations
Accountable Talk
Running Records
Reading Conferences

Developmental Reading Assessment (DRA)

Reading Logs

Reading Responses

Stage 3- Learning Plan

Teaching Points:

- Readers warm up for reading
- Readers set goals
- Readers read for a long time
- Readers reread books
- Readers have strategies to get back to reading when they lose focus
- Reading partners can help us read when it gets tough
- Readers use words and pictures to make a picture in their minds
- Readers make a mental prediction and check to see if it matches as they read the story
- Readers predict types of words they may find in the book
- Readers stop to make sense when parts get confusing
- Readers revisit the book after finishing
- Readers make mental pictures when others share books
- Readers compare books that they read
- Readers find ways to work together
- Readers help each other make meaning
- Readers use strategies to help partners get unstuck
- Readers can push each other to think about big things we learn from books

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 1, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Grade 1 Unit 2: Tackling Trouble

Stage 1: Desired Results

Reading Level Benchmark: E, F

Unit Goals:

- Students will think about the story and how the words will go before they read the words.
- Students will use what they know about letters, sounds, patterns, and snap words to help them read

- Students will make sure they check and fix their words when they notice something is not quite right.
- Reading partners will help each other read.

Essential Questions:

- How do readers make predictions before reading?
- How will student knowledge of letters, sounds, patterns, and snap words help them read?
- How can student self check and correct while reading?
- How can reading partners help improve one's reading?

Skills/Knowledge

Students will be able to...

- Make predictions before reading
- Use letter and word knowledge to improve reading
- Self-check reading and correct errors
- Retell stories using cue words

Common Core Standards for ELA

RL.1. 1-7, 9,10

FS.1. 1-4

Stage 2-Assessment Evidence

Observations

Accountable Talk

Running Records

Reading Conferences

Developmental Reading Assessment (DRA)

Reading Logs

Reading Responses

Stage 3- Learning Plan

Teaching Points:

- Readers use the covers and title to predict what the story will be about
- Readers use pictures to help build comprehension
- Readers use context to help figure out tricky words
- Readers retell a book after finishing reading to make sure they understood it
- Readers use similar words to figure out tricky words
- Readers use letter knowledge to help figure out tricky words
- Readers look at the whole word to help figure out tricky words
- Readers use snap words to help read
- Readers check their own reading to make sure that they are reading the words correctly
- Readers reread to make sure that what they are reading is right
- Readers use word knowledge to check their reading
- Readers can use partners to retell stories
- Readers can use cue phrase like "Think about what is happening", and "Look for parts you know" to help reading partners

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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Grade 1 Unit 3: Readers Meet the Characters in Our Books

Stage 1: Desired Results

Reading Level Benchmark: F, G

Unit Goals:

- Students will study character actions to help understand the character
- Students will examine character traits to help understand the character
- Students will develop strategies to use when they are struggling to understand the character
- Students will notice characters' feelings and how they change

Essential Questions:

- How does character analysis (actions, traits, and feelings) enhance reading comprehension?
- What strategies can students use when they are struggling to understand a character?

Skills/Knowledge

Students will be able to...

- Identify character actions
- Describe a character based upon his or her actions
- Use information from the book to help understand the character
- Use strategies to improve understanding of a character
- Infer character feelings, and how they change over the course of the book

Common Core Standards for ELA

RL.1. 1-7, 9,10

FS.1. 1-4

Stage 2-Assessment Evidence

Observations
 Accountable Talk
 Running Records
 Reading Conferences
 Developmental Reading Assessment (DRA)

Stage 3- Learning Plan

Teaching Points:

- Readers use the picture and pages of the book to see who is featured, and examine what he or she does
- Readers get to know characters so well, they can tell others about them
- Readers examine character actions to see if there is a pattern, in order to predict what will happen next
- Readers note funny things with post-it notes, to be able to share later
- Readers share what they notice in books with partners
- Readers try to figure out more about characters by paying attention to how they act in different parts of the story
- Readers examine characters actions to answer “What does this show me about what my character likes or doesn’t like?”
- Readers notice what a character says and does to determine character feelings
- Readers can imagine what the character may be thinking based upon their actions
- Readers use picture walks and rereading books to help understand characters
- Readers examine how characters feelings change throughout the story
- Readers compare characters
- Readers notice a change the character and ask “what may have caused the change, did the character learn something here?”
- Readers use evidence to explain why they think a character is the way he or she is

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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Grade 1 Unit 4: Nonfiction Readers Learn about the World

Stage 1: Desired Results

Reading Level Benchmark: G, H

Unit Goals:

- Students will read nonfiction to better understand our world and the things in it
- Students will become familiar with the elements of a nonfiction text (words and visuals)
- Students will decode tricky words in nonfiction
- Students will read more than one nonfiction book on a topic to compare and contrast

Essential Questions:

- How does reading nonfiction improve our understanding of our world and the things in it?
- What are the elements of nonfiction text, and what information can be learning from these elements?
- How does comparing and contrasting multiple books on a topic enhance our understanding of the topic?

Skills/Knowledge

Students will be able to...

- Gain factual knowledge from reading nonfiction text
- Identify the different elements of nonfiction text
- Utilize the different elements of nonfiction text to learn more about a topic
- Compare and contrast multiple nonfiction texts on a given topic

Common Core Standards for ELA

RL.1. 1-7, 9,10

RI. 1 1-10

FS.1. 1-4

Stage 2-Assessment Evidence

Observations

Accountable Talk

Running Records

Reading Conferences

Developmental Reading Assessment (DRA)

Reading Logs

Reading Responses

Stage 3- Learning Plan

Teaching Points:

- Readers understand how nonfiction texts are categorized
- Readers picture walk before reading
- Readers use headings and subtitles to help guide them
- Readers use pictures to gain new information
- Readers read nonfiction as narrators
- Readers connect information together to make sense of a topic
- Readers can recall the big idea from the nonfiction text
- Nonfiction readers use see more than text on a page
- Readers put information on post-its that they want to talk about with partners
- Readers have reactions to the information presented in books
- Readers make pictures in their minds
- Readers tackle tricky words in nonfiction books
- Reading clubs can decide what parts of a topic to closely explore
- Readers share and listen during a reading club
- Readers compare and contrast information across nonfiction text sets
- Readers ask questions like *How do... Why do... How come... Why would?*

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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Grade 1 Unit 5: We Can Be Our Own Teachers When We Work Hard to Figure Out Words

Stage 1: Desired Results

Reading Level Benchmark:

G, H, I

Unit Goals:

- Students will review strategies for reading tricky words and apply them to new and harder books
- Students will reread to improve fluency
- Students will improve fluency and perform for an audience

Essential Question:

- How can readers improve fluency?

Skills/Knowledge

Students will be able to...

- Tackle tricky words by rereading and self correcting
- Read new and more challenging books with fluency
- Read to an audience

Common Core Standards for ELA

RL.1. 1-7, 9,10

FS.1. 1-4

Stage 2-Assessment Evidence

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Stage 3- Learning Plan

Teaching Points:

- Readers apply tricky word strategies to new and more challenging books
- Readers self check for meaning
- Readers continue to use pictures to check for meaning
- Readers listen to their internal voice to know when to self correct
- Readers make sure the endings of words sound right
- Readers use post-it notes when they are unsure of a word and want to check it
- Readers retell to check for meaning
- Readers take risks when trying a new word
- Readers reread to make reading smooth
- Readers reread the whole book after tackling the tricky words and improving fluency
- Readers practice reading smoothly with others
- Readers can read to an audience

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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Grade 1 Unit 6: Reading Across Genres to Learn about a Topic

Stage 1: Desired Results

Reading Level Benchmark: H, I, J

Unit Goals:

- Students read both fiction and nonfiction to learn about a topic of interest
- Students will grow ideas from information
- Students will use a variety of strategies to read to learn

Essential Questions:

- How can fiction and nonfiction books be used to learn more about a topic of interest?
- How can we use accumulated information about a topic to make connections across experiences?

Skills/Knowledge

Students will be able to...

- Use a variety of fiction and nonfiction books to learn about a topic of interest
- Accumulate information about a topic and make connections across experiences
- Combine learned reading strategies to read a variety of books fluently to learn new information

Common Core Standards for ELA

RL.1. 1-7, 9,10

RI. 1 1-10

FS.1. 1-4

Stage 2-Assessment Evidence

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Stage 3- Learning Plan

Teaching Points:

- Readers read across genres to learn about a topic of interest
- Readers organize books by difficulty, and read easier texts first
- Readers recognize different genres
- Readers can identify true facts in realistic fiction
- Readers connect nonfiction facts to their fiction books
- Readers grow ideas by asking themselves questions like, “This reminds me of..”, “From all I have read”, “This is just like...”.
- Readers can sketch ideas/facts that an author may have left out
- Readers develop big ideas about a topic from accumulated information
- Readers learn new vocabulary
- Readers use a repertoire of strategies to cross-check and read smoothly with fluency and expression

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

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Grade 1 Unit 7: Dramatizing Characters and Deepening our Comprehension in Reading Clubs (Readers’ Theatre)

Stage 1: Desired Results

Reading Level Benchmark: I, J, K

Unit Goals:

- Students will convey character feelings and thoughts through expressive storytelling
- Students will identify the important moments in stories and think more deeply about them
- Students will identify patterns in stories and share their discoveries

Essential Questions:

- How do readers convey character emotions through expression storytelling?
- How do readers focus on the important moments of a story?

Skills/Knowledge

Students will be able to...

- Express character emotions through dramatic storytelling
- Identify the important moments of a story
- Use gestures to express important parts of a story

Common Core Standards for ELA

RL.1. 1-7, 9,10

FS.1. 1-4

Stage 2-Assessment Evidence

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Reading Logs
Reading Responses

Stage 3- Learning Plan

Teaching Points:

- Readers dramatize stories through voice expression and gestures
- Readers practice rereading stories to find the right “voice” for the character
- Readers step into the characters’ shoes to portray the character
- Readers can take turns being the actor and the director
- Directors can ask the actor to try a scene in different ways
- Readers identify the important moments of the story to dramatize
- An audience makes predictions about a character based upon the voice and gestures of the actor/reader

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

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