

Unit A: Nature of Reading & Writing – 1st Grade

Theme: During this unit, class processes will be developed. Also, reading/writing strategies will be introduced that students will use throughout the year.

Corresponding Science/Engineering Theme: Nature of Science & Engineering

Corresponding Social Studies Theme: Teamwork, Class Community

Reading Standards (Major Standards in Bold):

1.RL.1.1 - Ask and answer questions about key details in a text.

1.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.RL.1.3 - Describe characters, settings, and major events in a story, using key details.

1.RL.2.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.RL.3.7 - Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.4.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing Standards:

1.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.

1.W.2.5 - 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.

1.SL.2.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.2.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Reading Learning Targets:

- a. Recognize what *Reader's Workshop* looks and sounds like.
- b. Set reading goals to develop stamina.
- c. Use strategies to select just right books.
- d. Stay focused while reading a just right book.
- e. Communicate effectively with a partner.
- f. Identify characters.
- g. Identify setting (time and place).
- h. Identify beginning, middle, and end (major events).
- i. Use strategies to retell stories, describing characters, setting, and major events (Illustrations, 5 Finger, Graphic Organizers).
- j. Recognize and recall certain vocabulary like ask, answer, detail, question, text.
- k. Answer questions that begin with who, what, when, where.
- l. Use poems to identify feeling words.
- m. Use words that describe observations made with the five senses (rough/smooth, hard/soft, colors, sweet/sour, big/little, etc.).**

**Engineering Connection

Writing Learning Targets:

- n. Recognize what *Writer's Workshop* looks and sounds like.
- o. Set writing goals to develop stamina.
- p. Use strategies to continue working even when we think we're done.
- q. Generate seed entries (people, places, things).
- r. Orally tell stories that express ideas clearly.
- s. Use drawings to clarify ideas, thoughts, and feelings before writing.
- t. Identify elements of a narrative (character, setting, events).
- u. Develop a beginning, middle, and end for a narrative.
- v. Add details to the middle of a narrative.
- w. Use transition words (first, next, then, last) to signal event order.

Materials:

- The Reading Strategies Book by Jennifer Serravallo
- Writing Units of Study
- County curricula
- Graphic Organizers
- List of questions to ask a partner about their story
- Organizational Structure for Writing (Folders, Binders, etc.)
- Language Fundamentals, Daily Language Review

| Anchor Texts (Fiction) | Anchor Texts (Nonfiction) |
|---|--|
| <ul style="list-style-type: none"> • <i>First Day Jitters</i> • <i>Cook-a-Doodle-Do</i> • <i>Rosie Revere, Engineer</i> • <i>Curious George Goes to School (Journeys)</i> • <i>The Wind Blew</i> • <i>The Kissing Hand</i> • <i>The Night Before 1st Grade</i> • <i>Timothy Goes to School</i> • <i>Jack's Talent (Big Book)</i> • <i>Being Friends</i> • <i>Making Friends</i> • <i>Yoko</i> • <i>The New Kid</i> • <i>A Musical Day (Journeys)</i> • <i>Favorite Fairy Tales (Goldilocks, Three Little Pigs, etc.)</i> • <i>The Day the Relatives Came</i> • <i>Alexander and the Terrible...</i> | <ul style="list-style-type: none"> • <i>My Five Senses</i> • <i>Being a Scientist</i> • <i>Smooth or Rough</i> by Julie Heydon • <i>Design It! Build It! (Big Book)</i> • <i>A World of Tools (Big Book)</i> • <i>Science Tools (Big Book)</i> |

| Lesson | Learning Targets | Description | Materials/Texts |
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| <p>1 8 days</p> | <p>a, b, e</p> | <p>What does Reader's Workshop look and sound like?</p> <ul style="list-style-type: none"> • Looks like/ sounds like- begin tracking time read as a whole group • Developing stamina while reading • Setting goals-minutes of sustained reading as a whole group • Routines and Procedures- gathering area, centers, etc. • Communicate effectively with a partner | <p>Various anchor charts and texts for class/team building</p> |
| <p>1w</p> | <p>n, o, q, r, s</p> | <p>What does Writer's Workshop look and sound like?</p> <ul style="list-style-type: none"> • Brainstorm what writer's workshop looks like, sounds like. • Develop procedures for writer's workshop – pencils, paper, SLANT, etc. • Develop stamina while writing • Generate lists of ideas for writing (people, places, things). | <p>Writing Folders</p> |

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| | | <ul style="list-style-type: none"> • Choose an idea to write about. • Participate in whole class narrative writing. • Orally tell stories that express ideas clearly. • Use drawings to clarify ideas, thoughts, and feelings. • Develop seed entries using anchor text to spawn ideas. | |
| <p>2 7 Days</p> | c, d, f, g, h, i, k, l | <p>Who Am I as a Reader?</p> <ul style="list-style-type: none"> • Monitoring progress and setting goals – whole class begins tracking, monitoring time • What is a just right book? (Leveling, 5 finger rule, able to retell, does my mind wander) • Use of class library - shopping for books, procedures • Stay focused while reading independently. • Use strategies when faced with an unknown word. • Use strategies when the text doesn't make sense. <p>Identify the structure of stories.</p> <ul style="list-style-type: none"> • Differentiate between narratives and poetry. • Identify feeling words (poetry, read alouds). • Identify characters (answer who questions) • Identify setting (answer where and when questions) • Identify beginning, middle, and end (answer what questions) | <p>Various Anchor Charts</p> <p>Various Anchor Texts - Favorite Fairy Tales from Kindergarten, <u>Cook-a-Doodle-Do</u></p> |
| <p>2w</p> | p, q, t, u | <p>Who Am I as a Writer?</p> <ul style="list-style-type: none"> • Continue with seed entries • Writing beyond a list • Use strategies to continue working even when we think we're done (begin another story) • Identify elements of a narrative (character, setting, events). • Use a graphic organizer to develop a beginning, middle, and end • Recognize transition words (first, next, then, last). | <p>Writing folders</p> |
| <p>3 5 days</p> | i, j | <p>Retell Stories</p> <ul style="list-style-type: none"> • Describe characters, setting, and major events. • Use a graphic organizer to complete a retelling as a whole group. • Use a five finger strategy to orally retell a story. • Recognize and recall vocabulary (ask, answer, question, detail, text). • Sequence the major events in a story (read aloud). • Use a graphic organizer to complete a retelling independently. | |
| <p>3w</p> | u, w | <p>Choose a Piece to Publish</p> <ul style="list-style-type: none"> • Select a seed entry • Develop a beginning, middle, and end • Use transition words | |

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| 4w | m, v | Details and Elaboration <ul style="list-style-type: none">• Use descriptive words (five senses), adjectives.• Techniques to add details (symbols).• Teacher-modeled use of questioning techniques to support elaboration.• With a partner, use questioning techniques to support elaboration.• Add details to the middle of your narrative.• Publish a piece of writing.• Celebrate and share a piece of writing. | |
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