

| Units | Power GLCE's | Big Ideas / Essential Questions (Goals) | Strategy Focus | Reader's Workshop | Writer's Workshop | Word Study | Resources | Assessments | |
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| <p>1</p> <p>Becoming a Community of Readers and Writers (Launching Reading and Writing Workshop Components)</p> <p>(Six to Eight Weeks)</p> | <p>L.CN.01.01 Understand, restate and follow two-step directions</p> <p>R.WS.01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion</p> <p>R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning</p> <p>R.WS.01.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet</p> <p>R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs, th, ch, sh</p> <p>R.WS.01.06 Make progress in automatically recognizing the 220 Dolch basic sight vocabulary and 95 common nouns for mastery in third grade</p> <p>R.FL.01.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context</p> <p>R.FL.01.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level</p> <p>R.MT.01.01 Self-monitor comprehension</p> | <ul style="list-style-type: none"> Students will understand the expectations for independent reading and writing workshop time Students will learn the habits for reading and writing workshop | <p>Reading:</p> <ul style="list-style-type: none"> Understanding management and procedural expectations Sharing our reading identities to build a community of readers Taking Care of Books and Other Materials Thinking and talking about books Building stamina and staying focused on our reading <p>Writing:</p> <ul style="list-style-type: none"> Understanding management and procedural expectations Choosing and developing writing ideas Building stamina and staying focused on our writing Introducing writing conventions (spacing, upper/lower-case and periods) Begin using pictures and/or words to represent life experiences | <p>Teaching Points:</p> <ul style="list-style-type: none"> Establish the "mini-lesson" approach as a teacher at the beginning of the workshop. Classroom routines Celebrate successes <ol style="list-style-type: none"> teacher shares student successes to all children students move up levels Who am I as a reader? Our reading goals...style Partner Sharing; "Think, Pair, Share", "knee to knee", "eye to eye" Establishing what reading workshop looks like and sounds like..."Reading Voices" Reading behavior; how to handle distracting behavior Conferencing behavior Partner reading; teaching what it looks like, behavioral expectations. Flexible Guided Reading Groups | <p>Teaching Points:</p> <ul style="list-style-type: none"> Establish the "mini-lessons" approach as a teacher at the beginning of the workshop. Choosing "seed" ideas Classroom routines How to use writing materials What to do when finished Celebrate successes Teacher models how to develop writing ideas based on experiences and prior knowledge. | <p>Teaching Points:</p> <ul style="list-style-type: none"> Weekly word wall words Beginning and ending sounds | <p>Touchtone Texts</p> <p>Essential: <i>Units of Study for Primary Writers</i> by Lucy Calkins</p> <ul style="list-style-type: none"> Unit 1 – Launching the Writing Workshop <p>Suggested: <i>Growing Readers</i> by Kathy Collins,</p> <ul style="list-style-type: none"> Chapter 4 – Readers Build Good Habits <p><i>Reading with Meaning</i> by Deb Miller</p> <p><i>Making Meaning: Strategies that Build Comprehension and Community</i> by Developmental Studies Center</p> | <p>FOR Learning</p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Classroom observations</p> <p>Running Records</p> <p>Hearing and Recording Sounds in Words</p> <p>Fall Writing Prompts</p> <p>Six Traits Rubrics</p> | <p>OF Learning</p> <p>Running Records</p> <p>Hearing and Recording Sounds in Words</p> <p>District Writing Prompts</p> <p>Six Traits Rubrics</p> <p>Common Assessment Idea:</p> <p>Create a reader's / writer's workshop checklist to assess student as a reader and writer (routines, behaviors, etc.)</p> |

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| | <p>by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text</p> <p>W.PR.01.01 With teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative and informational piece; begin to use specific strategies including graphic organizers when planning</p> <p>W.PS.01.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation)</p> <p>W.HW.01.01 Legibly write upper and lower case manuscript letters</p> <p>S.CN.01.01 Use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings)</p> <p>S.CN.01.02 Explore and use language to communicate with a variety of audiences and for different purposes, including making requests, solving problems, looking for solutions, construction relationships, and expressing courtesies</p> | | | | | | | | |
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| <p>2</p> <p>Becoming a Strategic Reader and Writer</p> <p>(Six to Eight Weeks)</p> | <p>R.WS.01.08 Use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts</p> <p>R.WS.01.07 Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings</p> <p>R.FL.01.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context</p> <p>R.FL.01.02 Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis</p> <p>R.FL.01.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level</p> <p>R.MT.01.01 Self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text</p> <p>R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective</p> <p>W.GN.01.01 Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions</p> | <ul style="list-style-type: none"> Students will acquire print strategies Students will be flexible with their strategy use Students will learn how to clearly express their ideas in writing, in an organized manner. | <p>Reading:</p> <ul style="list-style-type: none"> Getting our minds ready to read Acquisition of print strategies Flexibility of print strategies Reading with fluency Choosing just-right books <p>Writing:</p> <ul style="list-style-type: none"> Understanding what a "small moment" is (a personal narrative that focuses in on a specific part of an experience). Developing and organizing that small moment into a writing piece. Continue practicing writing conventions (spacing, upper/lower-case and periods) | <p>Teaching Points:</p> <p>Guided Reading Groups/Strategy Groups used to focus on:</p> <ul style="list-style-type: none"> Getting your mouth ready Go back and get a running start Use picture clues Look for chunks Listen to yourself Skip word and go back Stretching out sounds Readers always think about what makes sense Readers have a toolbox of strategies Readers think about the meaning of the sentence or story Picking just-right books (ex: The "five-finger" method) Teacher modeling of reading fluency | <p>Teaching Points:</p> <ul style="list-style-type: none"> Introduce graphic organizers (ex: telling a story across five fingers) Students write about a prior experience Stretching a "small moment" across several pages Focusing in one part of their experience, ie: not the whole vacation | <p>Teaching Points:</p> <ul style="list-style-type: none"> Teach strategies for figuring out unknown words Sight words *Dolch / Rebecca Sitton list "Make and break"- Making Words (Cunningham) Weekly word wall words Word families Beginning and ending sounds Onset and rime | <p>Touchtone Texts</p> <p>Essential: 6 + 1 Traits of Writing (Ideas/Organization)</p> <p><i>Units of Study for Primary Writers</i> by Lucy Calkins</p> <ul style="list-style-type: none"> Unit 2; "Small Moments: Personal Narrative Writing" <p>Suggested: <i>Growing Readers</i> by Kathy Collins</p> <ul style="list-style-type: none"> Chapter 5 – "Readers Use Strategies to Figure Out Words". | <p>FOR Learning</p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Classroom observations</p> <p>Running Records</p> <p>Six Traits Rubrics</p> | <p>OF Learning</p> <p>Running Records</p> <p>Six Traits Rubrics</p> <p>Common Assessment</p> <p>Reading:</p> <p><i>Create a Checklist for reading strategies used</i></p> <p>Writing:</p> <p>Students will write a Small Moment.</p> <p><i>A rubric will be created to assess the writing, as well as the writer.</i></p> |

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| | <p>W.PR.01.02 Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece</p> <p>W.PS.01.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation)</p> <p>W.GR.01.01 In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I</p> <p>W.SP.01.01 In the context of writing, correctly spell frequently encountered one-syllable words from common word families</p> <p>L.CN.01.01 Understand, restate and follow two-step directions</p> <p>L.CN.01.02 Ask appropriate questions for clarification and understanding during a presentation or report</p> | | | | | | | | |
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| <p>3</p> <p>Reading and Writing to Learn – Narrative Text / Fiction</p> <p>(genre study – realistic fiction, fantasy, folktales)</p> <p>Writing genre – Personal Narrative</p> <p>(Eight to Ten Weeks)</p> | <p>R.NT.01.02 Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales</p> <p>R.NT.01.03 Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)</p> <p>R.NT.01.04 Identify how authors/illustrators use literacy devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story</p> <p>R.NT.01.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections,</p> | <ul style="list-style-type: none"> • Students will write a personal narrative. • Students will understand a variety of narrative genres including fantasy, folktales, and realistic fiction. • Students will comprehend narrative text | <p>Reading:</p> <ul style="list-style-type: none"> • Recognizing and identifying characteristics of specific genre • Author Studies • Gain understanding of stories through activating schema, making connections, retelling, and questioning what they read • Students will become aware of sense of story (beginning, middle, end and problem/ solution). <p>Writing:</p> <ul style="list-style-type: none"> • Expanding stories • Author's Craft • Using writing conventions: Simple complete sentences, capital letter at the beginning of a sentence, proper names and I, spaces between words, end punctuation, and correctly spells high frequency words. • Using the correct spelling of Word Wall words • Writing for an audience | <p>Read-Alouds, independent reading, shared reading and guided reading groups will be utilized to focus upon the following:</p> <ul style="list-style-type: none"> • Comprehension strategies: <ol style="list-style-type: none"> 1. Using prior knowledge to make predictions and understand text (schema) 2. When readers understand, they can picture the story in their minds 3. Make connections; text to self, text to text (stay focused on the story, rather than the connection side tracking from the meaning of the story 4. Retells what is read in sequential order 5. Questioning • Readers notice when they don't understand what they are reading • Readers talk to others about what they are reading | <ul style="list-style-type: none"> • Model how to write for an audience by adding details to pictures and text • Model peer-editing (adding more sounds, spelling, punctuation) • Writing a personal narrative including many parts of one experience (many moment story) • Continue use of graphic organizers in writing | <ul style="list-style-type: none"> • Teach strategies for figuring out unknown words • Sight words *Dolch / Rebecca Sitton lists • "Make and break"- Making Words (Cunningham) • Weekly word wall words • Word families • Beginning and ending sounds • Onset and rimes | <p>Touchtone Texts</p> <p>Essential: <i>Units of Study for Primary Writers</i> by Lucy Calkins</p> <ul style="list-style-type: none"> • Units 3; "Writing for Readers: Teaching Skills and Strategies" • Unit 4; "The Craft of Revision" • Unit 5; "Authors as Mentors" <p>6 + 1 Traits of Writing (Ideas/Organization/Conventions)</p> <p>Suggested: <i>Making Meaning: Strategies that Build Comprehension and Community</i> by Developmental Studies Center</p> <p><i>Reading with Meaning</i> by Deb Miller</p> | <p>FOR Learning</p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Classroom observations</p> <p>Running Records</p> <p>Six Traits Rubrics</p> | <p>OF Learning</p> <p>Running Records</p> <p>Six Traits Rubrics</p> <p>Common Assessment:</p> <p>Reading:</p> <p>Running Record w/ comprehension – Narrative Text</p> <p>Writing:</p> <p>Students will write a Personal Narrative. The six traits rubric will be used to assess Ideas and Content and Organization, as well as other traits that the teacher selects.</p> <p><i>A checklist will be created to assess</i></p> |

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| <p>take a position, and/or show understanding</p> <p>R.CM.01.01 Make test-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text</p> <p>R.CM.01.02 Retell in sequence up to three important ideas and details of familiar simple oral and written text</p> <p>R.CM.01.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read</p> <p>R.MT.01.02 Self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text</p> <p>W.PR.01.03 Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information)</p> <p>S.DS.01.02 Tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support</p> <p>S.DS.01.03</p> | | | <ul style="list-style-type: none"> • Reading fluently • Children identify author's use of word choice and illustrations to understand sequence and meaning | | | | | <p><i>the writer (process focus)</i></p> |
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| Respond to multiple text types by reflecting, making meaning, and making connections | | | | | | | | | |
| L.RP.01.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections | | | | | | | | | |

Farmington District Grade Level English Language Arts Curriculum Map

Grade 1

| Units | Power GLCE's | Key Concepts / Essential Questions (Goals) | Strategy Focus | Reader's Workshop | Writer's Workshop | Word Study | Resources | Assessments | |
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| <p>4</p> <p>Reading and Writing to Learn Informational Text / Nonfiction</p> <p>(Informational Text structure and features and Expository Writing)</p> <p>(Eight to Ten Weeks)</p> | <p>R.IT.01.01 Identify and describe the basic form, features and purpose of a variety of informational genre including simple "how-to" books, science and social studies magazines</p> <p>R.IT.01.02 Discuss informational text patterns including descriptive, sequential, and enumerative</p> <p>R.IT.01.03 Explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas</p> <p>R.IT.01.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding</p> | <ul style="list-style-type: none"> Students will recognize and understand nonfiction text. Students will be able to write an informational piece | <p>Reading:</p> <ul style="list-style-type: none"> Students will be able to identify text features, form, and purpose of text. Students will reflect, make connections, take a position, and show understanding. <p>Writing:</p> <ul style="list-style-type: none"> Students will use descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central idea. | <ul style="list-style-type: none"> Readers notice and use text features that can help them comprehend nonfiction books. Readers read nonfiction differently than other kinds of books Readers use nonfiction in special ways to learn about topics that they are interested in Teach what "taking a position" means and how to support it with evidence in response to a text There is a variety of non fiction materials (books, magazines, "how to" books, articles etc), and we read them differently | <ul style="list-style-type: none"> Teach children how to write an informational piece that addresses a teacher-selected focus question. Model how to address teacher selected topic by forming a research question. Teach how to gather and organize information from nonfiction text Model how to use the writing process to develop a project/writing piece. | <ul style="list-style-type: none"> Teach strategies for figuring out unknown words Sight words *Dolch / Rebecca Sitton lists "Make and break"- Making Words (Cunningham) Weekly word wall words Word families Context Clues | <p>Touchtone Texts</p> <p>Essential: <i>Writing Units of Study for Primary Writers</i> by Lucy Calkins</p> <ul style="list-style-type: none"> Unit 6; "Nonfiction Writing: Procedures and Reports" <p>Suggested: <i>Is That a Fact</i> by Tony Stead</p> <p><i>Growing Readers</i> by Kathy Collins Chapter 7 – "Readers Pursue Their Interests in Books and Other Texts".</p> <p>(Resources) Scholastic News National Geographic Time for Kids Story Works Trade books from Science</p> | <p>FOR Learning</p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Classroom observations</p> <p>Running Records</p> <p>Six Traits Rubrics</p> | <p>OF Learning</p> <p>Common Assessment:</p> <p>Reading:</p> <p>Running Records (informational text)</p> <p>Writing:</p> <p>Students will write an informational piece. The Six Traits Rubrics will be used to assess this piece.</p> <p><i>A checklist will be created to assess the writer (process focus)</i></p> |

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| <p>R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text</p> <p>R.CM.01.02 Retell in sequence up to three important ideas and details of familiar simple oral and written text</p> <p>R.CM.01.03 Compare and contrast relationships among characters, events, and key ideas within a nd across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read</p> <p>R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information or identify author's perspective</p> <p>W.GN.01.03 Write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas</p> <p>W.GN.01.04 Use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project</p> <p>W.PR.01.03 Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g. using strong verbs or precise nouns, and adding needed information)</p> <p>W.SP.01.01 In the context of writing, correctly spell frequently encountered one-syllable words from common word families</p> <p>S.DS.01.03</p> | | | | | | | | | |
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| | Respond to multiple text types by reflecting, making meaning, and making connections L.RP.01.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections | | | | | | | | |
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| 5 Readers and Writers Make Plans for their Reading and Writing Lives (Two Weeks) | | Reading: <ul style="list-style-type: none"> Students will know what a goal is. Students will understand the process of reflection. Students will reflect on how they've changed as a reader. Writing: <ul style="list-style-type: none"> Students will assess the quality and accuracy of their writing. | Reading: <ul style="list-style-type: none"> Reflecting on how we've grown as readers and writers Making Reading Plans for summer (and for life) Setting Goals as readers Determining our new reading identities Writing: Students will critique their writing. | Teaching Points: <ul style="list-style-type: none"> Demonstrate Goal setting with real life experiences. | Teaching Points: <ul style="list-style-type: none"> Demonstrate Goal setting with real life experiences. Use anchor papers and other student work and or rubrics to demonstrate quality work. | Teaching Points: | Touchtone Texts | FOR Learning Conferences (anecdotal notes) Reader's / Writer's Notebooks Classroom observations Running Records Six Traits Rubrics | OF Learning Running Records Six Traits Rubrics Student Portfolios |