

Summit Public Schools
Summit, New Jersey
Grade Level: First Grade (1) / Content Area: Reading

Curriculum

Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Phonics Unit
September/ October	Building Good Reading Habits (Book 1)	Small Moments: Writing with Focus, Detail, and Dialogue (Book 1)	Talking and Thinking about Letters (Book 1)
October/ November	Word Detectives: Strategies for Using High-Frequency Words and for Decoding (New Book 2016)	Writing How-To Books (If... Then...)	The Mystery of the Silent e (Book 2)
December/ January	Learning About the World: Reading Nonfiction (Book 2)	Nonfiction Chapter Books (Book 2)	From Tip to Tail: Reading Across Words (Book 3)
February/March	Readers Get to Know Characters by Performing Their Books (If... Then...)	Writing Reviews (Book 3)	Mini-Unit in Phonics: Reading and Writing with More Power: Snap Words, Editing, and More! (If/Then User Guide)
March/April	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)	Music in Our Hearts: Writing Songs and Poetry (If... Then...)	Word Builders: Using Vowel Teams to Build Big Words (Book 4)
May/June	Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)	From Scenes to Series: Writing Fiction (Book 4)	Marvelous Bloopers: Learning through Wise Mistakes (Book 5)

Unit 1: Building Good Reading Habits

September/October

This unit is designed as an introduction to first grade reading workshop. The theme: readers have good habits. These habits are organized into three categories--habits for reading long and strong, habits for solving hard words, and habits for working with a partner--each corresponding to one of the three bends.

This unit begins with **Bend I: Habits for Reading Long and Strong**, which reminds readers that call on familiar habits at the beginning, in the middle, and at the end of the book. to read by taking a sneak peek at their books. Most importantly, you will establish structures, expectations, and values that will shape the work kids do during reading workshop.

Bend II, Habits for Tackling Hard Words, rallies readers to draw on all that they know in order to work hard to solve tricky words. This work will push readers to focus on utilizing strong word solving habits, such as relying on meaning, phonics, looking across words, and being flexible. Students will learn that word solving takes careful monitoring. The teacher will coach students to cross-check sources of information while remaining flexible and persistent.

Bend III: Partners Have Good Habits, Too channels readers to draw on their growing repertoire of ways to read with partners, including before reading book introductions, during reading support, and after reading work, such as rereading to smooth out or retell.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Establish routines and expectations ● Build strategies for partner reading ● Use beginning reading behaviors and print strategies 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How do readers push themselves to read more? ● What do readers think while they read? ● How do readers make sense of the words on a page? ● How do readers share books? 	<p>Students will understand that..</p> <ul style="list-style-type: none"> ● There are many ways that readers push themselves to read with enthusiasm and stamina. ● Readers envision as they read. ● Readers match the picture in their minds with the words on the page.

- Readers talk about and share ideas about books with partners.

Unit 2: Word Detectives: Strategies for Using High-Frequency Words and for Decoding

November/December

This is a unit that aims to tap into the power of play. At this critical time in the year, your youngsters are moving into reading text with increased complexity and new words to solve at the turn of each page. This can feel like a monumental task, and the reality is, children will need to tackle these challenges with determination, grit, and hard work. However, this unit strives to support your children's word-solving skills in a way that feels joyful and fun. They will learn to monitor their reading: developing efficient word-solving skills that consistently use meaning, structure, and visual information, expanding their knowledge of phonics and its application in context, and strengthening fluency.

The unit moves through three parts. In the first bend, you'll invite children to take on the role of word detectives-in-training, who will focus on having students monitor their reading by locating difficult words, using what they know to try solving these words, and then checking their attempts before either trying again or moving on. In the second bend, you continue the playful theme by letting your students know that they are now ready to become full-fledged word detectives, who work to increase their bank of high-frequency words--and also to use the words they know to solve unknown words. Finally, in the third bend, you will focus on ways to use visual information effectively.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
<input type="checkbox"/> Readers use multiple strategies simultaneously as they read <input type="checkbox"/> Readers utilize snap words to read with fluency and to solve longer, more complex words <input type="checkbox"/> Reading use their knowledge of letters and sounds to read words	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<input type="checkbox"/> How do readers respond when they come across a tricky word? <input type="checkbox"/> Why is it important to use multiple strategies at once? <input type="checkbox"/> How can partners help us improve our reading?	Students will understand that... <ul style="list-style-type: none"> <input type="checkbox"/> Readers think about a story and how the words will go before they read. <input type="checkbox"/> Readers use all they know about letters, sounds, patterns, and high frequency words to help us read. <input type="checkbox"/> Readers make sure they check and fix their words when they notice something is not quite right.

Unit 3: Learning About the World: Reading Nonfiction

December/January

This unit aims to introduce students to nonfiction texts, to be able to read about and learn about things in our world. You will want to have leveled nonfiction books available to students in topic baskets. You will find that many students will be interested in animals, plants, properties of water, and weather. Try to make connections to what you are studying in science and social studies, so that students can make connections to prior learning.

It is important to continue to match students to books that are just right for them. In the nonfiction world, books above level J are not as accurately leveled as those below. So, if you have higher-level readers, it is okay to have them read books at levels that are one or two steps below their independent reading level.

Setting up your nonfiction library will be very important. Allow students to independently sift through, sort, and label book baskets by category.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading to learn <input type="checkbox"/> Developing strategies for dealing with tricky words in nonfiction <input type="checkbox"/> Growing ideas about nonfiction topics <input type="checkbox"/> Comparing and contrasting information from different books 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Why do people read nonfiction texts? <input type="checkbox"/> How do I use everything I know about reading to read books that teach me information and ideas about different topics? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonfiction readers read to become smarter about our world. <input type="checkbox"/> Nonfiction readers think about what they read. <input type="checkbox"/> Nonfiction readers have ways to deal with tricky words as they read. <input type="checkbox"/> Readers can read more than one book about a topic to compare and contrast.

Unit 4: Readers Get to Know Characters by Performing Their Books

February/March

This unit seeks to focus student attention back to story elements, especially dealing with characters, meeting the characters within the stories they read. Students will be thinking about characters as people, paying attention to how they act, what they do and say, and to how their feelings change over the course of a story. Since most first grade readers at this point in the year will be around a Level F or higher, it is important that you find characters that can be brought to life, those who do funny or interesting things.

Throughout the unit, you will be teaching students ways to talk with partners about texts, and using post-its to hold their ideas. You should also teach prompts that students can use to help grow their thinking. Prompts such as “In the beginning...but in the end..” or “At first... but now...” or “First... later...” are a good starting place to promote the type of thinking we wish students to be able to do on their own. Since this unit focuses a great deal on comprehension work, it is vital that your whole class read-aloud support the thinking and talking about characters in more sophisticated ways. You may even want to introduce students to chapter books during your read aloud time.

Reading	
Big Ideas: Course Objectives / Content Statement(s) <ul style="list-style-type: none"> <input type="checkbox"/> Describe characters: what they do, how they feel, and what they think <input type="checkbox"/> Repeatedly study characters to learn more about them <input type="checkbox"/> Describe setting and story elements (i.e., life lessons, problem, solution) 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> How can I get to know the characters in my book really well? <input type="checkbox"/> How can I combine reading with role playing to grow my understanding of characters? 	Students will understand that... <ul style="list-style-type: none"> <input type="checkbox"/> Studying what characters do in books can help us learn more about them <input type="checkbox"/> Readers pay attention to what characters do, say, think, and feel <input type="checkbox"/> Readers pay attention to how a character's feelings change throughout a story

Unit 5: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension

March/April

This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency—all of which require the development of great problem solving skills. The main goal is to help students realize that they're ready to take on the important jobs a reader needs to do. First graders will learn that they can be the *bosses* of their reading, solving their own reading dilemmas by drawing on the tools and strategies they've learned from minilessons and small-group work. Additionally, they will learn to balance their reading energies between word solving and meaning making so that their experiences with texts are well rounded, thoughtful, efficient, and meaningful.

In the initial bends of this unit, it will be important to support a growth mindset with your students—one where children believe they CAN take charge of their reading if they persist and stay positive. They will learn to access and expand their repertoire of word-solving skills, as well as draw from multiple sources of information in their problem solving. Next, children will learn to apply their expanded repertoire of strategies across longer texts: monitoring for meaning and increasing their strategies for understanding new vocabulary words. Lastly, this unit will ask readers to pull together everything they've learned to problem solve on the run and read with fluency.

Opportunities for shared reading, shared writing, interactive writing, and individualized feedback (that most frequently occurs in small groups and 1:1 conferences) are critical to the work of this unit. These supported structures model AND reinforce the skills children are expected to apply *independently* by unit's end.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize phonetic strategies they need in order to read texts at their just right level. <input type="checkbox"/> Utilize strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers. <input type="checkbox"/> Apply reading strategies with accuracy and automaticity 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do readers push themselves to read with accuracy, comprehension, and fluency? 	<p>Students will understand that...</p>

- Why is it important to stop and think while we read?
- How do readers make sense of the words on a page?
- How can I become a better reader?
- Why is it important to persevere (never give up)?

- There are many ways that readers push themselves to read for volume and stamina.
- Readers can think about the story and how books sound to help them figure out tricky parts.
- Readers react when they reach a tricky part in their reading, and work through difficulty with independence.
- Readers reread to help their reading sound better and to monitor for understanding.
- Readers automatically use a repertoire of strategies as they read.
- Readers use context and word parts to figure out the meaning of unknown words.
- Readers match the picture in their mind with the words on the page.
- Partners can help each other solve tricky parts in their books.

Unit 6: Meeting Characters and Learning Lessons: A Study of Story Elements

May/June

After a sequence of units that focused tightly on the reading processes—on cross-checking and integrating multiple sources of meaning and on reading across the word—this is a unit that helps kids experience the *power of story*. This unit teaches empathy, imagination, envisionment, prediction—all those beautiful comprehension skills that add up to engagement. It relies on the nuts and bolts of story elements and on the skills that are foundational to literal and inferential comprehension.

This unit is divided into four bends. The first bend invites readers to track the events of the story—paying attention to the shifts in setting, using pictures and words to keep track of the story events and to “keep up” with the character, along the way making predictions to “look ahead” to anticipate what’s to come. You’ll also help your readers hold onto longer and more complex texts by determining importance to retell key details in sequence. The second bend teaches readers to learn all they can about the main and secondary characters and to grow ideas about how these characters feel, as well as what they might be saying and thinking, in order to sound like the characters, reading in a way that brings them to life. The third bend digs deeper, focusing on pulling lessons from the stories they read. Lastly, the fourth bend encourages readers to recommend favorite books, passing along those life lessons.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> Utilize print strategies to read texts at just-right levels. <input type="checkbox"/> Identify story elements (characters, setting, and story events). <input type="checkbox"/> Retell stories, including key details. <input type="checkbox"/> Demonstrate understanding of a central message or lesson in a text. 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to stop and think as we read? <input type="checkbox"/> How can I become a better reader? 	Students will understand that... <ul style="list-style-type: none"> <input type="checkbox"/> Readers can think about the story and how books sound to help them figure out tricky parts.

How can working with a partner help me become a better reader, writer, and thinker?

- Readers react when they reach a tricky part in their reading, and work through difficulty with independence.
- Readers reread to help their reading sound better and to monitor for understanding.
- Readers automatically use a repertoire of strategies as they read.
- Reading books helps us learn about our lives and our world.
- Readers match the picture in their mind with the words on the page.
- Readers share their opinions about books with others.