**1st Grade ELA Module Overviews**

*The modules act as over arching themes throughout the year. They align to the major shifts of Common Core and encompass all priority and supporting state standards in a cyclical fashion. They are offered as a flexible curriculum map across the year and as a guide for whole group reading and writing instruction, part of a comprehensive literacy model as detailed in the GCR2 Literacy Blueprint. Small group and independent reading and writing while not detailed in the modules should be a regular part of the literacy block and more responsive to student needs. While module 1 needs to be done in the fall in one chunk, modules 2, 3, and 4 can be switched around and could be done in 2 cycles; cycle 1 as an introduction and cycle 2 taking it deeper. The suggested time lines are meant for the 2 cycle approach of modules 2-4.*

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| **Module** | **Overview** | **Possible Time Line for 2015-2016:** |
| **Module 1**  Launching Your ELA Workshop and Baseline Assessments  & Introducing “Close Reading and Writing to Learn” | **The Focus of Module 1 is to:**   1. Establish concrete routines and rituals for a readers and writers or ELA workshop building stamina and independence. 2. Build a strong classroom community/culture where students trust, respect, and support one another. 3. Review and reinforce early literacy skills (Concepts about print, phonemic awareness, decoding and encoding) while at the same time highlighting the importance of meaningful reading and writing through structures such as shared reading, interactive writing, and guided groupings. 4. Identify children’s strengths and challenges and set goals to kick off a yearlong literacy journey. Both district assessments and classroom formative reading and writing measures can support the collection of evidence as baseline data to draw from.    * *Ideally teachers will find times to administer assessments while maintaining established routines. For example, giving one F&P assessment a day during an independent reading time, or doing an on-demand writing prompt during independent writing time.* 5. Begin helping students distinguish between informational and narrative texts and the important elements that are embedded in each text type. 6. Introduce Close Reading routines that help all students’ access, grapple with, and share their thinking about grade level complex high-interest texts after multiple interactions with appropriate scaffolds. 7. Introduce writing to learn with reading journals and learning logs across subjects as a means of capturing new thinking and growing ideas. |  |
| **Module 2**  “Developing as critical readers, thinkers, and writers of narrative text”  **Module 2 Cont.** | **The Focus of Module 2 is to:**   1. Use narrative Mentor Texts to guide students as they begin critically thinking about stories depicted with words and pictures. 2. Support students in detailed retellings as they dive deeply into story elements (Characters, settings, events, themes) 3. Engage in authentic, meaningful conversations with peers around high interest complex narrative texts as they practice using evidence to support thinking. 4. Write narratives using what student’s have learned from the 1st grade narrative Mentor Texts as an anchor for writing from a reader’s perspective (after reading from a writer’s perspective). 5. Use peer and teacher feedback as well as specific tools to improve revision and editing skills. 6. Develop strategies for understanding academic vocabulary in reading and selecting appropriate words in writing and speaking in reference to narratives. |  |
| **Module 3**  “Learning Through Research” | **The Focus of Module 3 is to:**   1. Introduce students to simple informational text structures, features, and strategies that allow them to better access and communicate information in an intentional way. 2. Engage in authentic, meaningful conversations with peers around grade level high interest, complex informational texts as they begin using evidence to support thinking. 3. Learn straightforward practices for locating information, note taking, sorting and relaying information. 4. Write informational pieces tied to a single topic with some details and closure. 5. Do shared research and write about a process that includes steps in an appropriate order. 6. Use peer and teacher feedback as well as tools to improve revision and editing skills. 7. Develop strategies for understanding academic vocabulary in reading and selecting appropriate words in writing and speaking in reference to informational topics.   \*This module lends itself perfectly to partnering with a social studies or science unit. Teachers may need to enhance the units by adding lessons that focus on the designated standards for this module. |  |
| **Module 4**  “Forming Positions” | **The Focus of Module 4 is to:**   1. Use literature and informational text to form an opinion and identify reasons that support that opinion. 2. Support students in writing about their own opinion on a selected topic, support their thinking using reasoning, and provide a sense of closure. 3. Use peer and teacher feedback and tools to improve revision and editing skills. 4. Work collaboratively with peers to share & discuss their positions and opinion pieces with one another.   \*Again the teacher may want to pair at least one cycle of this module with a science, social studies, giving students an opportunity to use what they have learned about a topic to take a stand on an issue directly related to it. |  |

**First Grade Module Proposed Focus Standards Chart**

Modules 2, 3, and 4 do not separate standards into cycle 1 and 2 as these standards are simply repeated at a more sophisticated level in the second cycle.

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|  | **Standard** | Once a standard is a “focus” it may be practiced or reviewed in appropriate following modules | | | | |
| **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Reading Literature | **℗1.RL.1 Ask and answer questions about key details in a text.** | X |  |  |  |  |
| **℗1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.** |  | X |  |  |  |
| 1. RL.3 Describe characters, settings, and major events in a story, using key details. | X |  |  |  |  |
| 1. RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |  | X |  |  |  |
| **℗1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.** | X |  |  |  |  |
| 1. RL.6 Identify who is telling the story at various points in a text. |  |  |  | X |  |
| 1. RL.7 Use illustrations and details in a story to describe its characters, setting, or events. | X |  |  |  |  |
| 1.RL.8 N/A for literature |  | | | | |
| **℗1.RL.9 Compare and contrast the adventures and experiences of characters in stories.** |  | X |  |  |  |
| 1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 | Striving to apply skills in a benchmark level or above | | | | X |
| Reading Informational | **℗1.RI.1 Ask and answer questions about key details in a text.** | X |  |  |  |  |
| **℗1.RI.2 Identify the main topic and retell key details of a text.** |  |  | X |  |  |
| 1. RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |  |  | X |  |
| 1. RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |  |  |  |  | X |
| 1. RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |  |  | X |  |  |
| 1. RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |  |  | X |  |  |
| 1. RI.7 Use the illustrations and details in a text to describe its key ideas. | X |  |  |  |  |
| 1. RI.8 Identify the reasons an author gives to support points in a text. |  |  |  | X |  |
| ℗1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |  |  | X |  |  |
| 1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1. | Striving to apply skills in a benchmark level or above | | | | X |
| Reading Foundations | 1.RF.1 Demonstrate understanding of the organization and basic features of print.   1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | X |  |  |  |  |
| **℗1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**   1. Distinguish long from short vowel sounds in spoken single-syllable words. 2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 3. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |  |  |  |  | X |
| **℗1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.**   1. Know the spelling-sound correspondences for common consonant digraphs. 2. Decode regularly spelled one-syllable words. 3. Know final –e and common vowel team conventions for representing long vowel sounds. 4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 5. Decode two-syllable words following basic patterns by breaking the words into syllables. 6. Read words with inflectional endings. 7. Recognize and read grade-appropriate irregularly spelled words. |  |  |  |  | X |
| 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |  |
| Writing | **℗1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.** |  |  |  | X |  |
| **℗1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.** |  |  | X |  |  |
| **℗1.W.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.** |  | X |  |  |  |
| 1.W.4 Begins in grade 3 |  | | | | |
| 1.W.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 |  |  |  |  | X |
| 1. W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |  |  | X |  |  |
| 1. W.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). |  |  | X |  |  |
| 1. W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | X |  |  |  |  |
| 1.W.9 Begins in grade 4 |  | | | | |
| 1.W.10 Begins in grade 3 |  | | | | |

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|  | **Standard** | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Language | **℗1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |  |  |  |  | X |
| **℗1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |  |  |  |  | X |
| 1.L.3 Begins in grade 2 |  | | | | |
| **℗1.L.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.** | X |  |  |  |  |
| **℗1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.** |  | X |  |  |  |
| **℗1.L.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 (e.g., *because*).** |  |  |  |  | X |
| Speaking and Listening | **℗1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.** |  |  |  |  | X |
| 1. SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | X |  |  |  |  |
| 1. SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |  |  | X |  |  |
| 1. SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |  | X |  |  |  |
| 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings | X |  |  |  |  |
| **℗1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)** |  |  |  |  | X |