**First Grade Module 1 Launching- Cycle 1 Your ELA Workshop and Baseline Assessments**

**And Introducing “Close Reading and Writing to Learn”**

This lesson map for Module 1 provides a snapshot of combined reading and writing lessons in a specific sequence. Please note that although we have numbered them 1, 2, 3 …some lessons could easily span more than one day or have days in between. The focus standards are suggestions which you will want to narrow for the day and the suggested book title may be replaced with a similar text if more appropriate for your purpose. Priority standards are highlighted in gray.

Many of the lesson rationales have been pulled or adapted from the Schoolwide Inc. “Launching Readers Workshop” and “How Writers Work” units. ***Another great resource is Portland Public School’s writing curriculum that follows Lucy Calkins’ Writers Workshop. Here is the link:*** [***http://www.pps.k12.or.us/departments/curriculum/2071.htm***](http://www.pps.k12.or.us/departments/curriculum/2071.htm)

The Lesson Maps are designed primarily for your whole group instruction. As described in the GCR2 Literacy Blueprint, whole group is only part of a balanced literacy program. It’s important to remember that during this “unit” you should also be doing small group instruction based on student need and instructional level and ensure students have time for independent practice reading and writing.

It is highly suggested that you strive to assess your students using your DRA kit during an independent work time in this Module to get baseline data and inform your instruction. Consider focusing on a few students a day.

Module 1 has only one cycle which focuses on launching your Readers and Writers Workshop.

The following culturally conscious strategies are important to keep in mind throughout your lessons-

1. Provide multiple opportunities for structured oral language practice, including turn and talk, small group, and whole group discussion.
2. Provide sentence frames as a starting point for discussion and written responses, e.g. “I believe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
3. Deliberately teach academic vocabulary needed to be successful on the tasks. For example, if asking a student to compare, first define compare and provide examples of how to compare.
4. Give positive and specific affirmation of student effort and habits of mind, along with academic outcome.

**Starting with an Immersion Phase**

One way to set the stage for this cycle is to immerse students in the Mentor Texts prior to starting the following lessons. It is recommended that you spend 3-5 days reading all books or excerpts from longer texts in the cycle while students listen just for pleasure. This allows them to “marinate” in the genre, focus solely on listening, and gives them an opportunity to discuss patterns they see and hear. By doing this for the first read, teachers can keep their subsequent lessons focused on the strategy or craft by highlighting specific areas of the text, and allows students to shift from attending to the text with a “reader lens” to attending to the text with a “writer lens” depending on the focus of the lesson.

**First Grade Module 1**

**Lesson 1 – How do we create a culture of passionate readers and writers in our classroom?**

This lesson will most likely span the first several days of school. It is about establishing a safe environment where students are willing to take risks, ask questions and disagree with respect. Teach classroom expectations and procedures (eg. turn-and-talk, talk moves, being independent, and attention signal.) This is also the time to begin introducing the workshop structure of whole group, small group and independent work. Consider making book tubs for each table and having students’ practice independent reading with the books you’ve selected in their tubs.

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| **Reading:**  **“Building a Community of Readers”** | **Rationale:**  Readers gather as a community to learn how to read, to share ideas, and to celebrate their progress as developing readers. Students will learn what it means to be part of a community that values listening, sharing, learning and reading.  *SWI Launching Unit- Lesson 1* | **Possible text:**  Uses any of the mentor texts from the unit, particularly *Library Mouse: A World to Explore* by Daniel Kirk.  Choose a book to model and practice what it means to be reading during readers’ workshop. Model listening, sharing their thinking (raising hand, turn and talk, etc.) | **Common Core State Standards:**  1.SL.1, 1.RL.1, 1.RI.1 | **Notes:**  The first few lessons will help you introduce the structures and routines of your reading and writing workshops and will be done over days/weeks.    From the first day of school, begin to teach students the classroom expectations. You will be introducing/reinforcing classroom expectations in little steps during these first few weeks of writers’ workshop. You will want the students to model and practice these procedures over time and then review periodically throughout the school year. Co-create charts that detail what the teacher and students look and sound like during Reader’s and Writer’s Workshop structures. Take time to introduce procedures and expectations in an intentional way.  Add other great read alouds throughout the day/week to get students engaged and excited about reading as well as building that safe, collaborative culture.  *Library Mouse: A World to Explore* shares how we can discover the world through books…great way to introduce all the new learning the students are going to discover in first grade…Could also make a list of things they would like to learn about. |
| **Writing:**  **“What do Writers and Illustrators Do?”** | **Rationale:**  Students will recognize that writers and illustrators pay attention to the world around them in order to connect their words to the illustrations and help their readers make the same connection.  *SWI How Writers Work Unit-Writing – Day 1* | **Possible Texts:**  Uses *I Like to Be Little* by Charlotte Zolotow | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1 | **Notes:**  The SW lesson plan has you make a T chart of what writers and authors do using the book “I Like to Be Little.” Since this is the very beginning of the school year, you will want to spend part of your writers’ workshop setting up routines, expectations and procedures. Like in reading workshop, you will want to co-create anchor charts so you can refer back to what it looks like and sound likes during writers’’ workshop. This will take some time and could be incorporated with your reading workshop if you have similar expectations and/or they are in the same instructional block.  Routines: Whole group mini-lesson, active engagement (guided practice), students engaged in independent writing while teacher confers and/or supports small groups with their writing, and then sharing by 2-3 selected students. |

**Lesson 2 – What does reading and writing workshops look like and sound like?**

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| **Reading:**  **“Introducing Reading Workshop”** | **Rationale:**  Readers listen, share and use the ideas that are discussed during reading workshop to help them grow as readers. Students will learn about the rituals, routines, and expectations for reading workshop.  *SWI Reading Nonfiction Unit-Lesson 3* | **Possible text:**  Uses *Miss Smith’s Incredible Storybook* by Michael Garland | **Common Core State Standards:**  1.SL.1, 1.SL.2, 1.RL.1, 1.RI.1, 1.RF.1 | **Notes:**  Setting up your readers’ workshop will take time and will require lots of modeling and practice as your students learn the structures and routines. You may be familiar with “The Daily 5” and Lucy Calkins’ workshop model. Whatever structure you choose the piece that often requires the most time for students to be successful is independent reading. At the beginning of the year, a first grader’s stamina is not very long so you will want to work on this over the next few weeks/month. |
| **Writing:**  **“Introducing Writers’ Workshop”** | **Rationale:**  Writers listen, share and use the ideas that are discussed during writing workshop to help them grow as writers. Students will learn about the rituals, routines, and expectations for writing workshop.  *This is not a SW lesson* | **Possible Texts:** | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.RF.3 | **Notes:**  Introduce the structures/processes of your writing workshop. Share how this is a time for them to share stories of their life and their new learning into books just like real authors.  When you begin, may want to do several mini-lessons over time to explain  What tools/materials are used during writers’ workshop? Do you want students to have a writers’ notebook? How will they access/use them?  Other resources: Word Wall, Alphabet Chart, dictionaries, crayons, etc. |

**Lesson 3 – What are the expectations when you are reading and writing?**

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| **Reading:**  **“The Best Place to Read”** | **Rationale:**  Readers determine places in their environment where they can do their best thinking and reading work.  *SWI Launching Unit- Lesson 4* | **Possible text:**  Uses *The Best Place to Read* by Debbie Bertram and Susan Bloom | **Common Core State Standards:**  1.SL.1, 1.SL.2, 1.RL.5, 1.RI.7, 1.RF.1, 1.RL.10, 1.RI.10 | **Notes:**  You will want to think about your classroom environment as you get ready for reading and writing workshop. When the children are reading independently, where in the classroom should they be seated? Do they have choices? Do you a schedule of who can go where? Are these places conducive to reading? What are the expectations? Can they read with a partner? What do they do if they finish their book? How are books in the room organized? How do they find a particular type/level of book?  This could take several/numerous days to go through the procedures of reading independently. You will want to model it with students, set expectations, and try it. Students will need opportunities to practice so they can become independent and build stamina so they can sustain independent reading over a larger chunk of time. Start small, evaluate independent reading time often until it has become routine and children are engaged and independent. |
| **Writing:**  **Continue with**  **“Introducing Writers’ Workshop – We are all Writers”** | **Rationale:**  Writers listen, share and use the ideas that are discussed during writing workshop to help them grow as writers. Students will learn about the rituals, routines, and expectations for writing workshop.  *Not specifically a SW Lesson…continuation of Lesson 3 with additional components* | **Possible Texts:**  Interactive writing with Teacher modeling getting started with their writing. | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.RF.3 | **Notes:**  As you are practicing the routines during writers’ workshop, you can share/model how we put our ideas on paper with pictures and words. Some of your students may find drawing a picture of an idea can help them put their ideas in words. Together begin thinking about what they could write about: their family, things they like to do after school, on the weekend, sports they participate, etc.  Model something you like to do, sketch/draw a picture and then think about what your picture “tells” and then model writing and/or labeling your picture. Students can “turn and talk” about what they are going to draw/write about before beginning their independent writing.  Remind students of the routines they will practice….getting their folders/notebooks or paper. What it sounds like/looks like when writing, what to do when they are “done”. |

**Lesson 4 - What are the parts of a book? How do they help us as a reader? What are your “special moments” you can share through writing for your peers and teacher?**

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| **Reading:**  **“The Parts of a Book”** | **Rationale:**  Readers recognize and use the different parts of books in order to handle them properly, locate information and gain meaning. Students will identify book parts and text features, examine their purposes, and think about what they contribute to a book’s overall message.  *SWI Launching Unit- Lesson 2* | **Possible text:**  Uses *Library Mouse: A World to Explore* by Daniel Kirk and | **Common Core State Standards:**  1.RF.1, 1.RL.5, 1.RI.5 | **Notes:**  This lesson should be in part a review of the key components of Concepts About Print (CAP). You will also be looking at more text features such as captions, pictures, tables, charts etc. An important part of this lesson is explaining/understanding the “how/why” these features support our comprehension when reading. This lesson is just an overview of different features. You will want to go deeper with these features when you study different genres in the other modules. Example: Nonfiction text features in Module 3. |
| **Writing:**  **“What’s Worth Writing About”** | **Rationale:**  Writers tell stories that celebrate who they are. Students will recall information from experiences that are special to them and then celebrate these “special moments” with pictures and words.  *SWI How writers Work Mini-Lesson “Generating Ideas 1”* | **Possible Texts:**  Uses *I Like to Be Little* by Charlotte Zolotow.  (Modeled writing by the teacher) | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.3 | **Notes:**  Model your own thinking about “special moments.” Have students help generate a list of things that they might be able to write about….a special birthday party, doing something with their family, playing baseball/soccer, going to the park, visiting a grandparent etc. Students can also begin generating their own list to put in their writing folder. |

**Lesson 5- How does sharing your thinking help you better understand what has been read? What do you do when you think you are done with your writing piece?**

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| **Reading:**  **“Conversations and Partnerships”** | **Rationale:**  Readers use strategies and remember routines when participating in conversations and discussion about the books they listen to and read. Students will engage with text and exhibit a greater appreciation for the conversation and discussion components of reading workshop.  *SWI Launching Unit- Lesson 5* | **Possible text:**  You can use any of the mentor texts or a text of your choosing. | **Common Core State Standards:**  1.SL.1, 1.SL.3, 1.RI.1, 1.RL.1, 1.RI.2, 1.RL.2 | **Notes:**  This lesson is designed to reinforce talking strategies such as “turn and talk,” and whole group sharing. If you have not taught your students the procedures/expectations for “turn and talk” this would be a good time to do that. You may want to consider making an anchor chart together with your students on what it sounds like/looks like when having a discussion with a partner and when at group time. You will want to use the text to guide your questions and discussion points for your “turn and talks” and discussions.  Model with a student what it looks like and sounds like as well as having your students try it out and self-evaluate how they did.  Here is an opportunity to provide talk moves/signals for your students. This will need to be done over time…maybe focusing on one talk move at a time, such as “I agree…..because….” |
| **Writing:**  **"What to Do When I'm Done"** | **Rationale:**  Students will learn what to do when they think they are done writing. "Writers are never “done” writing. There is always something they can be working on as a writer.  Not a *Schoolwide* lesson | **Possible Texts:**  A teacher modeled writing piece and/or student sample | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.3 | **Notes:**  You will want to teach your students what to do when they are done with writing.  There are 3 things they could do:   1. Add more words/details to a written piece that they are currently working on or one from their writing folder. 2. Add to their picture 3. Begin a new writing   Model how you could add to one of the writings you have used during your writers workshop....add to the picture or show how to begin a new story/writing piece. |

**Lesson 6- How does making connections help us understand/remember the text we read? How can we write about experiences that others can connect with?**

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| **Reading:**  **“Reader’s make connection”** | **Rationale:**  Readers use their personal experiences when reading in order to share what they know and develop questions regarding the things they wonder about. Students will make personal connections and ask questions as they read in order to develop a better understanding of texts.  *SWI Launching Unit- Lesson 7* | **Possible text:**  Use *Library Mouse: A World to Explore* by Daniel Kirk  Or *I Like to Be Little* by Charlotte Zolotow. | **Common Core State Standards:**  1.RL.1, 1.RI.1 1.SL.1, | **Notes:**  You can use any of the mentor texts or one of the books you have already read so you can focus your instruction about making connections and asking questions with one of those texts to help deepen understanding of what was read.  With Library Mouse students can make connections with Mouse and how he reads to discover new places and things to do. What kinds of books do they like to read? Why? Do they have some “I wonders…?” like Mouse? Where could they go “exploring?”  This could also be a time to revisit where books are in the classroom. If they wanted to learn more about certain topics/characters…where, in the classroom, could they find books to match their interests/wonderings? |
| **Writing:**  **“Writers Make Connection”** | **Rationale:**  Students will learn how writers write about experiences that capture emotions that their readers will connect with.  *SWI How Writers Work Unit- Day 2* | **Possible Texts:**  Uses *I like to Be Little* by Charlotte Zolotow | **Common Core State Standards:**  1.W.1, 1.W.2,  1.L.1, 1.L.2 | **Notes:**  Writers write about their own experiences. Help students picture what they want to write about. What do they see/hear/feel? Have others done the same thing? What would they have done or thought about? Can they connect what happened to them with what others may have done/felt? Can they add that to their story?  Share a personal example such as going on a scary ride and how you felt. I bet most students could relate and could share a similar experience that they could go back and write about. |

**Lesson 7- What kind of books are you interested in reading? What story does your illustration tell?**

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| **Reading:**  **“Let’s Choose Carefully”** | **Rationale:**  Readers choose books carefully so that they don’t find themselves reading a book that is either too easy or too hard for them to understand. Students will use strategies to determine whether a book is too easy, too hard or just right for them to read.  *SWI Launching Unit- Mini-Lesson 1* | **Possible Texts:**  Uses *The Best Place to Read* by Debbie Bertram and Susan Bloom, a chapter book that is a challenging (too hard) reading level for first grade and a book that has maybe one word (too easy) per page. | **Common Core State Standards:**  1.SL.1, 1.RL.5, | **Notes:**  This lesson is about helping your students find books that are “just right” for them to read. Some teachers refer to this as using the “Goldilocks Rule.” *The Sisters* use the analogy of finding a pair of shoes that are just right. Do the shoes/book fit my purpose for wearing/reading, am I interested in the shoes/book, etc? Here is a link to a you tube video of them going through this lesson with a group of young children: <https://www.youtube.com/watch?v=n_2GYGjnAnA>  This is something you may want to practice over a few days….and then do some conferring to make sure they have founds some “just right” books. |
| **Writing:**  **“Drawing is Composing”** | **Rationale:**  Students will discover how writers and illustrators have their own style and voice.  *SWI How writers Work Day 5* | **Possible Texts:**  Uses *Ish* by Peter Reynolds | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.3 | **Notes:**  Many children feel that they are not good artists. Teaching the students how to draw some simple objects that are often reflected in their writing is a way to help relieve some of those anxieties. Nellie Edge has some great simple directions for teaching children to draw. Here is a Pinterest link which has many different directions for drawing that K-1 students could follow. <https://www.pinterest.com/nellieedge/learning-to-draw-with-detail-transfers-to-writing-/>  Additional ideas from Candlewick Press - the publishers of "Ish" and Peter Reynolds other book "Dot" with a similar theme.  <http://www.candlewick.com/book_files/0763619612.btg.1.pdf> |

**Lesson 8- How can you use the text to help you find the meaning of new words? How can you make your story show emotions and make it more interesting for the reader?**

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| **Reading:**  **“Learning New Words”** | **Rationale:**  Readers use clues to help them determine the meaning of unfamiliar words. Students will use context clues and word meaning strategies in order to discover the meaning of unfamiliar words.  *SWI Launching Unit- Lesson 11* | **Possible text:**  *Red Sings From Treetops: A Year in Colors* by Joyce Sidman | **Common Core State Standards:**  1.RF.3, 1.L.4, 1.L.5, 1.SL.1 | **Notes:**  Sharon Taberski, author of *Comprehension from the Ground Up,* has shared  Words Words Words as a 6 step procedure used to support the learning of what we call Tier 2 words (high frequency words that occur across a variety of domains.) These words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading) Selecting words is done about once a week.  *Steps 1-3 occur after a book/text is read aloud and steps 4-6 are integrated into your daily routines:*   1. Identify 3 Tier 2 words from the text read aloud (ad to your Words Words Words wall.... words will be retired as new words are added) should only have between 10 - 15 words at one time. 2. Write each word on a sentence strip and allow space for tally marks. 3. Reread the sentence from the book in which the word was found and discuss its meaning. You and your students can use the word in sentence. 4. Explain to students that they should be on the lookout for these words and when they find them, write them on a post-it note along with the sentence/book. These will be shared at word work time. 5. Ask several students each day to share one of their "found" words. Have student read their sentence omitting the targeted word and see if classmates can fill in the blank. 6. Add a tally mark next to that word....you will discover that some words will be found more frequently. Retire word that have been found a lot and that the children have a clear understanding or those words that are seldom seen. You will usually retire 3-4 each week so you do not have more than 10-15 words on your words, words words wall. |
| **Writing:**  **“Tell Me About It”** | **Rationale:**  Students will learn how writers tell stories with sensory details and emotions from beginning to end.  *SWI How writers Work Day 3* | **Possible Texts:**  Uses *PUDDLES* by Jonathan London | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.3 | **Notes:**  You can also introduce using descriptive words by using their 5 senses.  Write a sentence about popcorn. Ex. *I ate some popcorn*.  Using popcorn as the "engagement", have students fill in a chart describing popcorn with their 5 senses.  Model/interactive writing using these words to enhance your first sentence and add to the story with their help. I could hear the popcorn popping. The popcorn smelled delicious. ....etc.  Have them try adding descriptive words to their stories....thinking about their 5 senses. You may want to introduce only a couple of senses at a time. Or have them choose just two to use in their stories. |

**Lesson 9- How does understanding the elements of a story help with comprehension? What events in your life made you have strong feelings?**

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| **Reading:**  **“Featuring Fiction”** | **Rationale:**  Readers of fiction use story elements to help them understand what they are reading. Students will enhance their understanding of fictional stories through identifying the story elements of characters, setting, problem and solution.  *SWI Launching Unit- Lesson 6* | **Possible text:**  Uses *Library Mouse: A World to Explore* by Daniel Kirk | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.3, 1.RL.6 | **Notes:**  This lesson will probably need to go over several days as you may want to spend some time introducing/examining the components of fiction writing. You may also want to bring in books that the students may be familiar with so you can examine these components within text. (Story Elements will continue in lesson 10)  A book that may be in your library that is great for introducing/reinforcing story elements is *Aunt Isabelle Tells a Good One* by Kate Duke. Aunt Isabelle (a mouse) makes up a story and as she tells the story she adds all the elements to her story: Setting, characters, problem, solution, etc.  This is also a great book for helping students write a literary text which could be used in Module 2. |
| **Writing:**  **“Bring Emotions into Focus”** | **Rationale:**  Writers often capture emotions that enable us to feel and experience events that define and shape our lives. Students will identify with different emotions and recall when they felt them.  *SWI How writers Work Mini-Lesson “Generating Ideas II”* | **Possible Texts:**  Uses *Ish* by Peter Reynolds | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.3 | **Notes:**  This lesson has students think about emotions and how they can use different experiences that evoked certain emotions as an idea for writing.  Kevin Henkes books are also great for showing feelings and helping students generate ideas for writing: *Wemberly Worried, Lilly's Purple Plastic Purse* and *Chrysanthemum* to name just a few.  Model an interactive writing using one of the emotions. Could be one that many of your students have experienced....scared/nervous: first day of school, surprised/happy: having or going to a birthday party, sad: someone hurt their feelings. |

**Lesson 10- How does analyzing the story elements in a story help deepen your comprehension? How do you write a word you don’t know how to spell?**

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| **Reading:**  **“Building on Fiction”** | **Rationale:**  Readers use their knowledge of the elements of fiction—including character, setting, problem and solution—in order to support comprehension, make predictions, and understand texts. Students will begin to recognize character, setting, problem and solution as fictional text elements that help them better understand what the story is mainly about.  *SWI Launching Unit- Lesson 8* | **Possible text:**  Use *Miss Smith’s Incredible Storybook* by Michael Garland | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.3, 1.RL.6 | **Notes:**  This lesson uses the short passages from their program. You can still do the lesson and use the graphic organizers using *Miss Smith’s Incredible Storybook* or a literary book from Module 2 or a book from your classroom library.  The key teaching/learning here is using story elements to help one deepen their comprehension. |
| **Writing:**  **"Stretching and Writing Words"** | **Rationale:**  Students will learn how to stretch out and writing a word that they do not know how to spell. | **Possible Texts:**  Teacher modeled writing | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.2, 1.RF.3 | **Notes:**  Model writing a sentence and getting stuck on writing a word that you don't know. Have students watch you demonstrate writing this word:   * Say the word, sound it out by stretching out the sounds. * Write the sounds that you hear and know. * Explain that sometimes they may not know all of the letters that match the sound....they should write the letters they know and go on.   Remind them what you did. Model again if you think your students need it.  Have them practice this strategy when they go and do their own writing. It is always great if you see someone trying this strategy out...to have them share during your reflection/sharing time. Have them explain/model what they did. |

**Lesson 11- How do you see yourself as a reader? What are your reading goals? How can you use the word wall to help you spell words high frequency words?**

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| **Reading:**  **“Getting Stronger”** | **Rationale:**  In order for readers to improve and grow, they need to practice so that they can build their reading strength. Students will learn about the role stamina plays in their reading development and will discover the importance of thinking, practicing and working hard so that they will gain confidence and reading strength.  *SWI Launching Unit- Mini-Lesson 5* | **Possible text:**  Independent/Just Right books for students. | **Common Core State Standards:**  1.RF.4, 1.RL.10, 1.RI.10 | **Notes:**  Using your fall reading assessments and conferring with your students, you can do some goal setting you them. What are their strengths and next steps to move them forward? Student Led Conferences are probably right around the corner when you get to this lesson and this would be something your students could share with their parents.  This is a good time to teach or reinforce how students keep track of what they have read and how to choose a new book when they are finished with the one they are reading.  The Sister's Joan Boushey and Joan Moser give 10 steps for teaching students to be independent readers/workers. These ten steps can be found with instructional details in their book *The Daily 5* or on their website. Their book can be found in most of our school's professional libraries or can be checked out through our Title 1 department.  Students need to know the purpose of independent time, what the desired behaviors are and need time to practice and build stamina. Practice, reinforce and practice some more. Review expectations often. |
| **Writing:**  "Using the word wall or classroom tools to help write words" | **Rationale:**  Writers use all kinds of resources to help them do their best work. One resource that students can use in the classroom is the word wall. | **Possible Texts:**  Teacher modeled writing piece...interactive writing | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.2, 1.RF.3 | **Notes:**  It is important that we intentionally teach our students how to use the word wall and how to eventually spell the words independently.  Patricia Cunningham author of *Making Words, Phonics They Use* and *Month by Month Phonics* offers some great instructional strategies for introducing words and using the words on a word wall. She suggests introducing about 5 high frequency words a week to the word wall. You will want to teach them before putting them on the wall. Practice them during the week and then once added the rule should be that they are NEVER misspelled in their writing. Students can also have their own word walls that are basically a table with the words in alphabetical order.  Teach the children how to look at the word, say it, spell it, and then write it. We want the children to look at the word, see the letters that make the word and then write it by memory if possible. We do not want them to look at the word, write the first letter, look back at the word, see the next letter then write it....we want them to see the whole word, spell it quickly in their head and write it. We can also teach the children how to find those words that rime and can help us spell other words. Cunningham has some great lessons for teaching those high frequency words and word parts (rimes). |

**Lesson 12- How does visualizing help you comprehend the story/text. How do you write a story over days?**

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| **Reading:**  **“Readers Can Do Anything”** | **Rationale:**  Readers visualize when they investigate, learn from, and practice their reading. Students will continue to build confidence, develop and grow as readers and create mental images to clarify their thinking and enhance their understanding of texts.  *SWI Launching Unit- Lesson 9* | **Possible text:**  *Library Mouse: A World to Explore* by Daniel Kirk  Or *Miss Smith’s Incredible Storybook* by Michael Garland | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.3, 1.RL.6 | **Notes:**  Your chapter book read-alouds are great for teaching your students how to visualize/create mental images. After reading a chapter, have students make a picture in their mind of what they see....how does their picture help them understand the story better?  Make an anchor chart of what it means to visualize. You can also provide sentence stems: I'm picturing\_\_\_\_ or I can see \_\_\_\_, I can imagine\_\_\_\_. |
| **Writing:**  **"Continuing a Piece of Writing the Next Day"** | **Rationale:**  Writers often write on the same piece for several days or longer. Students will learn how to continue working on a piece the next day.  *Not a Schoolwide Lesson* | **Possible Texts:**  Teacher modeled writing piece or student writing samples | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.2, 1.RF.3 | **Notes:**  Share with students that they will often need more than one day to finish a writing piece....just like real authors. Sometimes we want to go back and work on something we even started a while ago. When we continue working on a piece, you will want to first reread what has been written so you know where to continue. Think about what more you want to say...picture it in your mind, say it softly to yourself or tell a friend, then write it.  Encourage students to find a piece that they could try this out with...maybe it is what they were working on the day before, or another piece in their folder. When they finish this piece they can begin a new writing.  Note that some students may stay with a writing for days...especially if it is on a topic they are passionate about. As long as the writing is productive and moving the student forward with their writing....let them take what they need to finish it. If they are getting stuck...encourage them to put it away for a while and try writing something new. They can always go back to it later. It is important that they have choices in what they write about. |

**Lesson 13 – How can retelling key details us help with comprehension? How can I make my writing piece better?**

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| **Reading:**  **” Read, Retell, Remember”** | **Rationale:**  Readers remember facts from their nonfiction texts when they retell and share information with a partner. Students will share what they have learned from their independent reading with a partner in order to enhance their understanding and grow new ideas.  *SWI Launching Unit- Mini-Lesson 4* | **Possible text:**  Uses a nonfiction text from module 3 or a nonfiction short text. | **Common Core State Standards:**  1.RI.1, 1.RI.2, 1.RI.5 | **Notes:**  For this lesson in *Schoolwide* they are providing students with remembering facts learned in a nonfiction text. The strategy is retelling and sharing the information with a partner orally.  You will want to reread small sections of whatever text you use and have students retell what they remembered after your reread or if the text is something they can read independently, then after they have read.  We want them to retell in their own words.  Have them think about the author's purpose. What did the author want us to learn?  Have students practice reading, retelling in their own words with a partner. Great time for some partner reading. |
| **Writing:**  **“Reread, Reflect, Revise”** | **Rationale:**  Writers always have their audiences in mind. They want to ensure that their writing is interesting and engaging for their readers. Students will reread their drafts to make sure their writing is interesting and clear for their readers.  *SWI Launching Unit- Mini Lesson - Revising* | **Possible Texts:**  Uses *Written Anything Good Lately*? By Susan Allen and Jane Lindeman  and  student writing samples | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.2, 1.RF.3 | **Notes:**  In first grade, especially at the beginning of the school year, you may not do a lot with revising and publishing....but you can begin with little steps.  You may begin with students choosing one of their writings to take through the rest of the writing process. Rereading to make sure what they wrote makes sense is something we want students to do all the time. Here is a great opportunity to really reinforce this and get students to read what they have written to others. It often isn't until they read their writing out loud on their own do they hear that it does or doesn't make sense. Since this is the beginning of the year, decide on what kind of revising you want your students to do....spelling the Word wall words, fixing sentences so they make sense, adding details to their pictures or adding more words/sentences, making sure they use capitals at the beginning of their sentences and punctuation at the end. You will want to do lots of short conferences during this process. This will probably take a few days so you can confer with everyone. Conferences can be just a few minutes. |

**Lesson 14 –What kind of books are there? How are they the same/different? How can we make our writing better?**

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| **Reading:**  **“Digging Deeper to Discover Genres”** | **Rationale:**  Readers explore a variety of genres as they expand their curiosity about the different books they can read. Students will discover the different components and features of the genres of fiction, nonfiction and poetry.  *SWI Launching Unit- Mini-Lesson 2* | **Possible text:**  Uses *Miss Smith’s Incredible Storybook* , *Red Sings from Treetops: A Year in Color* by Joyce Sidman  Choose a Nonfiction book from Module 3 or your classroom library | **Common Core State Standards:**  1.RL.5, 1.SL.1 | **Notes:**  Here is a great time to share the different types of genres that they can read....poetry, nonfiction, fiction, fairy tales, mysteries.....etc.  If you have your classroom library or parts of it organized into different genres or even topics....take this time to help them explore those books.  Compare how they are different/same....what makes them special to their genre.  You may want to have the students even go through books that have yet to be labeled/sorted and see if they can discover how they are related or how to sort them. This is a great way for them to see all the books that are available to them. |
| **Writing:**  **“Reread, Reflect, Revise”**  **Continue** | **Rationale:**  Writers always have their audiences in mind. They want to ensure that their writing is interesting and engaging for their readers. Students will reread their drafts to make sure their writing is interesting and clear for their readers.  *SWI Launching Unit- Mini Lesson – Revising* | **Possible Texts:**  Uses *Written*  student writing samples | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.2, 1.RF.3 | **Notes:**  Sharon Taberski had an Editing checklist posted in her room and students were given particular numbers, that corresponded to editing strategies, and that is what they were working on specifically when revising/editing their work.  Take some time in modeling what it means to revise. Use a couple of your students' writing to walk through the key revisions that your students should focus on.  A few mini-lesson possibilities for revising at this time of year:   * Model correcting word wall words....erase gently...erase only the parts that need fixing. * Add punctuation, capital letters, etc. * Reread to make sure it makes sense. * Teach them how to add a carrot ^ to insert a word rather than rewriting the entire sentence. |

**Lesson 15 – Reading: How do you keep track of your new learning? What writing piece do you want to publish?**

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| **Reading:**  **“Let’s Think About It”** | **Rationale:**  Readers record what they think about and learn from the books they read in order to gain deeper meaning and enhance their understanding.  Students will record and organize their questions, connections and inferences to help clarify their thinking and understanding.  *SWI Launching Unit- Mini-Lesson 3* | **Possible text:**  Nonfiction is a great genre for getting students to ask questions so you may want to consider using a NF book of your choosing or borrowing one from Module 3. | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RI.1, 1.RI.2, 1.RI.4, 1.RI.7 | **Notes:**  If you have the Primary Comprehension Toolkit by Stephanie Harvey and Anne Goudvis in your building, there are some great lessons on introducing and reinforcing “documenting your thinking.” This particular lesson can easily flow into several days. You may want to start by giving your students just a couple of post-its and model how they can either write their thinking or draw a picture and add labels. This could be done with a short text or a page or two from a book you have read.  Since this may be the first time this kind of documentation has been expected…you might have the students do it with you whole group…they can use clipboards and post-its to document their thinking as you read sections of a book. It is suggested that you model your thinking and document questions, surprises, wondering etc. and then move to them sharing orally and finally writing their thinking. You may want to focus on only one type of thinking, such as making connections or asking a question/wondering. |
| **Writing:**  **“Write What you Notice”** | **Rationale:**  Writers determine which ideas they want to further develop and publish by considering the messages they want to share with their readers. Students will reread and reflect on their work to determine which ideas they want to focus on, develop further, and publish.  *SWI Launching Unit- Mini Lesson – Generating Ideas III* | **Possible Texts:**  Uses *I Am an Artist* by Pat Lowery Collins | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.RF.2, 1.RF.3 | **Notes:**  This is a great opportunity to model your writing with the students. Think about a memorable event, visualize out loud so the children can hear your thinking and then plan your writing. Model how you get started…you do not have to do the whole writing. Maybe just a sentence, share what else you are thinking of adding. Before sending them off to write have them think of what they could write about, share with a partner and then have them go off and begin writing. |

**Lesson 16- What other types of books are you interested in reading? How can you hook someone into wanting to read your writing piece?**

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| **Reading:**  **“A Balanced Reading Diet”** | **Rationale:**  Readers vary their reading selections to incorporate different genres. Students will enhance their reading lives and be greater contributors to their reading community by expanding their reading choices to include a wide variety of texts and genres.  *SWI Launching Unit- Mini-Lesson 6* | **Possible text:**  Use a selection | **Common Core State Standards:**  1.RL.l, 1.SL.1, 1.RI.1, 1.RL.10, 1.RI.10 | **Notes:**  If you have the students keep a reading log, one thing that you can have them document along with the title is the genre the reading piece is. Author Sharon Taberski had a color code for the different genre’s and had students color in a box that matched the genre color, next to the title. This method allowed her to see with a quick glance what type of books her students were reading. Then when she conferred with her students she would try nudging/encouraging them to try reading a different genre or two. Color code: NF-Red, F-Blue, Poetry – Green, etc.  Example:   |  |  |  | | --- | --- | --- | | Date | Title | Genre | | 10/14 | All about Bats | Red | |
| **Writing:**  **“Creating an Inviting Cover Design”** | **Rationale:**  Writers consider how their final piece will look in order to make it attractive to their readers. Students will create covers that reflect their stories and that are attractive and inviting to their readers.  *SWI Launching Unit- Mini Lesson-Publishing* | **Possible Texts:**  Uses all mentor texts from the unit | **Common Core State Standards:**  1.W.2, 1.W.3, 1.SL.1, 1.L.1, 1.W.5, 1.W.6 | **Notes:**  The cover of the writing should provide a clue/snapshot of what the writing is about.  Having them dedicate the book/writing is also an added piece they can add to their book/writing.  They could also write a one sentence blurb on the back cover....or something about the author. |

**Lesson 17 –How does the poem make you feel?**

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| **Reading:**  **“Poetry Moves Us!”** | **Rationale:**  Readers celebrate and remember the poems they listen to and read by performing them with gestures and expressive appreciation. Students will act out poems by using inflection, expression, gesture, and movement in order to enhance their understanding and appreciation of the rhythm, rhyme, meaning and musicality of the genre poetry.  *SWI Launching Unit- Lesson 2* | **Possible text:**  *Red Sings From Treetops: A Year in Colors* by Joyce Sidman  Or favorite poems that create motions, songs, expressions, etc. | **Common Core State Standards:**  1.RL.4, 1.RF.2,  1.RL.5 | **Notes:**  Poetry is a great genre for teaching students to read with fluency/expression. Consider teaching poems all year long. They can reinforce high frequency words, descriptive words that can be used in their writings, and is usually accessible to all students since they are usually short and read often enough that most if not all students can have some success reading them.  Nellie Edge's website is a great resource for poems all year long with many different themes. She also has free poem books that you cut and fold. Here is her website:  <http://www.nellieedge.com/> |
| **Writing:**  **“Student Self-Reflection”** | **Rationale:**  Reflective practices help us learn and grow as writers. A self-assessment instrument will help students reflect and understand how they have evolved and grown as writers. | **Possible Texts:**  Uses students’ published pieces and self-assessment form/protocol | **Common Core State Standards:**  1.W.1, 1.W.2, 1.L.1 | **Notes:**  This is a great time to meet with students one on one and have them reflect on their writing piece. Have them fill out a simple self-reflection checklist form or rubric as they look at their final writing piece. There are some writing rubrics in the ebinder. If they have not set writing goals this would be a good time to establish a goal or two that they can work towards. |



Celebration: Be sure to include a day for celebrating students’ hard work on their writing at the end of this cycle. This may be another lesson, or at another time of the day, with your reading buddies, or whatever way works best for you and your students.