Content Area: ELA
Grade: First

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Unit 1 The Classroom Community (Fiction, Nonfiction, and Poetry)	During this four-week unit, the students are introduced to the individual strands of the Being a Reader program. Reading, Independent Work, Vocabulary, and Handwriting. The focus of this unit is to build the classroom community and create a caring environment conducive to learning. In Reading, the students share their reading lives and develop an enjoyment of reading. They engage in activities that build phonological awareness and informally explore making text-to-self connections. In Independent Work, they learn procedures for independent work rotations and build stamina for working independently. Vocabulary and	How can you describe the connection between people, events, or ideas? How does asking and answering questions help you to understand what words mean? What role do readers have in building a community of readers? How can discussing a book with a partner help us to better understand what we read?	**Students will:** ● Practice social skills in different environments (during whole-class, small group. Partner, and independent work) ● Develop metacognitive skills through reflecting on their own learning on their interactions with others, and on how their own actions impact those around them. ● Experience instruction through whole-class,small group, partner, and independent work. ● Have the opportunity to self-select to read independently. ● Talk about the books they are reading with peers and the teacher. ● Learn a concept and then review it throughout the year. ● Engage in phonemic awareness and systematic phonics instruction at their points of need. ● Learn content and immediately apply it to independent reading and writing tasks.	• Listen to and discuss a story and a poem • Make text-to-self connections • Read and sort names • Identify rhyming words • Review high-frequency words: he, she, can't, isn't, get, to, no, yes, down, go, my • Learn the purposes of independent work • Learn the purposes and procedures for independent reading and word work • Build stamina for reading and working independently • Develop independent work habits • Learn, sing, and chorally read a song • Read and sort names • Learn and play a rhyming name game • Review high-frequency words: where, by, here, saw, they, little, was, put, what, do, like • Listen to and discuss a story and a nonfiction book • Explore point of view • Echo read and chorally read part of a story • Count words in a line and rebuild a line from the story • Review high-frequency words: have, home, of, said, her, his, come, out, some, say, says, so • Learn procedures for reading and exchanging books • Discuss and choose writing ideas

	Handwriting begin in Week 3. In Vocabulary, the students learn four words from each week's text and discuss synonyms. In Handwriting, they engage in activities that prepare them for instruction in letter formation. Socially, the students learn how to work and participate responsibly as they carry out the procedures of the classroom community. The skills and procedures the students learn during this unit help them become independent learners who can persevere, solve problems, and think independently.		● Self-monitor and make connections to text they listen to as well as texts they read independently. ● Print and name letters ● Connect spelling-sounds with visual cues and mnemonics. ● Echo and chorally read familiar texts to develop fluency and word recognition. ● Read decodable texts. ● Decode polysyllabic words, ● Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. ● Learn words through listening, reading, speaking, writing, and drawing. ● Develop an awareness of and interest in words. ● Build an understanding of the importance of word choice and precision of language by learning about shades of meaning and multiple meanings. ● Reconstruct sentences from familiar texts.	• Write to share information • Explore new word work materials • Listen to and discuss fables • Discuss the messages of the fables • Echo and chorally read a part of a fable • Rebuild part of the fable •Learn and practice procedures for working in and rotating through the three work areas

			• Visualize texts, draw their mental images, and write about them. • Respond to and ask questions. • Echo and chorally read texts to practice oral fluency with a focus on accuracy and prosody. • Respond to inferential questions (for example, questions about a character's actions, feelings, and theme). • Respond one another and to and ask questions that require them to explain their thinking. • Use discussion prompts to build on one another's thinking. • Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. • Echo and chorally read to build print awareness. • Read a variety of texts for different purposes. • Retell texts they listen to and read.	
Unit 2 Focus on Making Connections Fiction and	**Students will understand that:** During this three-week unit, the Reading,	• How can you describe the connection between	**Students will:** • Practice social skills in different environments (during whole-class,	• Listen to and discuss a story • Make text-to-self connections • Discuss characters' feelings and the story's message • Sing and chorally read a song

Poetry	Vocabulary, and Handwriting lessons continue. In Reading, the students are formally introduced to making connections to texts by thinking about how the events and characters in texts remind them of their own lives. They also consider how they can use the lessons they learn from texts in their own lives. The students continue to build concepts of print, phonological awareness, and oral fluency through shared reading activities. The students begin Individualized Daily Reading (IDR), where they read independently, share their reading, and confer with the teacher individually about their reading lives. In Vocabulary, the students review previously learned words and learn four new words from each week's text. They are introduced to the suffix -er (a person who), the inflectional ending -ing, shades of	people, events, or ideas? ● How can you clarify ideas, thoughts, and feelings with drawings to help with Text-to-self connections? ● How do you determine the number of syllables in words?	small group. Partner, and independent work) ● Develop metacognitive skills through reflecting on their own learning on their interactions with others, and on how their own actions impact those around them. ● Experience instruction through whole-class,small group, partner, and independent work. ● Have the opportunity to self-select to read independently. ● Talk about the books they are reading with peers and the teacher. ● Learn a concept and then review it throughout the year. ● Engage in phonemic awareness and systematic phonics instruction at their points of need. ● Learn content and immediately apply it to independent reading and writing tasks. ● Self-monitor and make connections to text they listen to as well as texts they read independently. ● Print and name letters ● Connect spelling-sounds with visual cues and mnemonics.	and discuss its message • Identify rhyming words • Rebuild the lines of the song • Learn procedures for IDR and read independently • Draw and write about text-to-self connections • Chorally read a story • Act out parts of the story • Identify rhyming words • Listen to and chorally read a poem • Clap on and count syllables to help hear and identify units of sound • Sort name cards by number of syllables

	meaning and words with multiple meanings. They also review synonyms. In Handwriting, the students prepare for the letter-formation instruction, which starts in Unit 3. Socially, the students continue to learn how to work and participate responsibly in the classroom community and learn skills that will help them communicate and work with others. These skills help the students become independent learners and thinkers		● Echo and chorally read familiar texts to develop fluency and word recognition. ● Read decodable texts. ● Decode polysyllabic words, ● Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. ● Learn words through listening, reading, speaking, writing, and drawing. ● Develop an awareness of and interest in words. ● Build an understanding of the importance of word choice and precision of language by learning about shades of meaning and multiple meanings. ● Reconstruct sentences from familiar texts. ● Visualize texts, draw their mental images, and write about them. ● Respond to and ask questions. ● Echo and chorally read texts to practice oral fluency with a focus on accuracy and prosody. ● Respond to inferential questions (for example, questions about a	

			character's actions, feelings, and theme). ● Respond one another and to and ask questions that require them to explain their thinking. ● Use discussion prompts to build on one another's thinking. ● Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. ● Echo and chorally read to build print awareness. ● Read a variety of texts for different purposes. ● Retell texts they listen to and read.	
Unit 3 Focus on Retelling (Fiction)	During this three week unit, the Reading, Vocabulary, and Handwriting lessons continue. In Reading, students retell the events in stories. They use illustrations to recall the events and think about the order of events in the story. They continue to make text-to-self connections, and they	● How do you retell a story in the order it happened? ● How do you describe the characters, setting, and main events? ● Why is it important to	**Students will:** ● Practice social skills in different environments (during whole-class, small group. Partner, and independent work) ● Develop metacognitive skills through reflecting on their own learning on their interactions with others, and on how their own actions impact those around them.	• Listen to and discuss a story • Explore the story's illustrations • Retell the story • Echo read, chorally read, and discuss a poem • Explore point of view • Identify and discuss rhyming words and replace missing words from the poem • Learn a procedure for and practice choosing "just right" books • Read independently• Listen to and discuss fiction • Draw and write about part of the story • Discuss two familiar stories

	discuss important characters in stories. They also explore syllables and identify patterns in the text. During IDR, the students begin reading “just right” books and confer with the teacher about the books they are reading. They also practice retelling what they read with a partner. In Vocabulary, the students review previously learned words and learn four new words from each week’s texts. They are introduced to the prefixes re- (again) and in- (not), the suffix -y (full of or covered with), and antonyms. In Handwriting, the students continue to learn and practice forming lowercase letters by writing individual words, letters, and sentences. Socially, the students build their communication skills by	choose just the right book?	• Experience instruction through whole-class,small group, partner, and independent work. • Have the opportunity to self-select to read independently. • Talk about the books they are reading with peers and the teacher. • Learn a concept and then review it throughout the year. • Engage in phonemic awareness and systematic phonics instruction at their points of need. • Learn content and immediately apply it to independent reading and writing tasks. • Self-monitor and make connections to text they listen to as well as texts they read independently. • Print and name letters • Connect spelling-sounds with visual cues and mnemonics. • Echo and chorally read familiar texts to develop fluency and word recognition. • Read decodable texts. • Decode polysyllabic words, • Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and	• Clap on and count syllables and identify the pattern in the story • Learn the purpose of and procedure for conferring about books • Retell • Make text-to-self connections • Draw and write about the story events • Sequence story events and use sequence words to retell events • Chorally read and echo read familiar poems in poetry readers • Discuss alliteration • Read independently and retell

	speaking clearly and sharing their partners' thinking with the class.		independent reading to support vocabulary development and academic content knowledge. ● Learn words through listening, reading, speaking, writing, and drawing. ● Develop an awareness of and interest in words. ● Build an understanding of the importance of word choice and precision of language by learning about shades of meaning and multiple meanings. ● Reconstruct sentences from familiar texts. ● Visualize texts, draw their mental images, and write about them. ● Respond to and ask questions. ● Echo and chorally read texts to practice oral fluency with a focus on accuracy and prosody. ● Respond to inferential questions (for example, questions about a character's actions, feelings, and theme). ● Respond one another and to and ask questions that require them to explain their thinking. ● Use discussion prompts to build on one another's thinking. ● Read, listen to, and discuss complex fiction and nonfiction	

			texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. ● Echo and chorally read to build print awareness. ● Read a variety of texts for different purposes. ● Retell texts they listen to and read.	
Unit 4 Visualizing: Poetry and Fiction	During this four-week unit, the Reading, Vocabulary, and Handwriting lessons continue. In Reading, the students visualize to enjoy and understand poems and stories. They think about words in texts that help them visualize, including sensory details and onomatopoeia. They also continue to build concepts of print, phonological awareness, and oral fluency through shared reading activities. During IDR, the students are introduced to self-monitoring and they	● How do you read words that end in s, ed, or ing? ● How does visualizing while you read help you understand what you are reading?	**Students will:** ● Practice social skills in different environments (during whole-class, small group. Partner, and independent work) ● Develop metacognitive skills through reflecting on their own learning on their interactions with others, and on how their own actions impact those around them. ● Experience instruction through whole-class,small group, partner, and independent work. ● Have the opportunity to self-select to read independently. ● Talk about the books they are reading with peers and the teacher.	• Listen to and visualize a poem • Identify sensory details and draw mental images • Echo read and chorally read a poem • Learn a procedure for and practice self monitoring • Read independently and self-monitor • Listen to, discuss, and visualize a story •Identify words that support visualizations • Listen to, visualize, and discuss a poem and a book • Identify sensory details • Draw, write about, and share mental images • Describe and write about an object using sensory details • Chorally read and echo read a book • Identify and discuss the pattern in the book • Discuss figurative language • Read independently and visualize

	continue to confer with the teacher about books they are reading. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They are introduced to the inflectional endings -s and -ed. They review the suffix -er (a person who), the inflectional -ing, and shades of meaning. In Handwriting, the students continue to learn and practice forming lowercase letters and they also learn to form punctuation marks. Socially, the students learn and use the cooperative structure "Think, Pair, Share." They continue to work responsibly, listen carefully, and share their partners' thinking with the class.		● Learn a concept and then review it throughout the year. ● Engage in phonemic awareness and systematic phonics instruction at their points of need. ● Learn content and immediately apply it to independent reading and writing tasks. ● Self-monitor and make connections to text they listen to as well as texts they read independently. ● Print and name letters ● Connect spelling-sounds with visual cues and mnemonics. ● Echo and chorally read familiar texts to develop fluency and word recognition. ● Read decodable texts. ● Decode polysyllabic words, ● Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. ● Learn words through listening, reading, speaking, writing, and drawing. ● Develop an awareness of and interest in words.	• Discuss onomatopoeia

			● Build an understanding of the importance of word choice and precision of language by learning about shades of meaning and multiple meanings. ● Reconstruct sentences from familiar texts. ● Visualize texts, draw their mental images, and write about them. ● Respond to and ask questions. ● Echo and chorally read texts to practice oral fluency with a focus on accuracy and prosody. ● Respond to inferential questions (for example, questions about a character's actions, feelings, and theme). ● Respond one another and to and ask questions that require them to explain their thinking. ● Use discussion prompts to build on one another's thinking. ● Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. ● Echo and chorally read to build print awareness.	

			• Read a variety of texts for different purposes. • Retell texts they listen to and read.	
Unit 5 Focus on Wondering (Fiction and NonFiction)	**Students will understand that:** During this four-week unit the Reading, Vocabulary, and Handwriting lessons continue. In Reading, the students use wondering to understand fiction and nonfiction stories. They refer to the texts to determine whether the things they wonder are explained, and they continue to use previously learned strategies when reading independently. The students continue to build concepts of print, phonological awareness, and oral fluency through shared reading lessons. During IDR, the students wonder as they read independently and share what they wondered with the class and in pairs. In Vocabulary, the students review	• How does wondering help you develop a deeper understanding about what you are reading? • How can you use illustrations and details in a text to describe the most important ideas?	**Students will:** • Practice social skills in different environments (during whole-class, small group. Partner, and independent work) • Develop metacognitive skills through reflecting on their own learning on their interactions with others, and on how their own actions impact those around them. • Experience instruction through whole-class,small group, partner, and independent work. • Have the opportunity to self-select to read independently. • Talk about the books they are reading with peers and the teacher. • Learn a concept and then review it throughout the year. • Engage in phonemic awareness and systematic phonics instruction at their points of need. • Learn content and immediately apply it to independent reading and writing tasks. • Self-monitor and make connections to text they listen to	• Listen to and discuss a story • Wonder and make predictions • Refer to the text to support thinking • Identify and discuss the pattern in a story • Chorally read with attention to punctuation • Read independently and self-monitor and retell • Wonder about parts of a legend • Write about what is wondered • Listen to, visualize, and discuss a poem • Echo read and chorally read the poem • Read independently, wonder, and visualize • Listen to, discuss, and wonder about nonfiction text • Refer to the text to support thinking • Listen to and discuss a poem • Echo read and chorally read the poem • Identify rhyming words and discuss repetition in the poem Listen to and discuss a nonfiction text • Wonder and write about a text and refer to the text to support thinking • Discuss a common theme across texts • Draw and write about connections • Echo read and chorally read a story and explore the story's illustration • Discuss typography and use punctuation • Read independently and wonder

	previously learned words and learn four new words from each week's texts. They review the inflectional endings -s and -ed, the prefixes in- (not) and re- (again), multiple meanings of words, antonyms, and synonyms. They are introduced to the inflectional ending -es, the prefix un- (not), and using context to determine word meanings. In Handwriting, the students continue to learn and practice forming lowercase letters. Socially, the students develop skills to help them share and explain their thinking. These skills help the students build confidence when expressing their thinking and also encourage them to listen to and be accepting of other people's ideas.		as well as texts they read independently. ● Print and name letters ● Connect spelling-sounds with visual cues and mnemonics. ● Echo and chorally read familiar texts to develop fluency and word recognition. ● Read decodable texts. ● Decode polysyllabic words, ● Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. ● Learn words through listening, reading, speaking, writing, and drawing. ● Develop an awareness of and interest in words. ● Build an understanding of the importance of word choice and precision of language by learning about shades of meaning and multiple meanings. ● Reconstruct sentences from familiar texts. ● Visualize texts, draw their mental images, and write about them. ● Respond to and ask questions.	

			• Echo and chorally read texts to practice oral fluency with a focus on accuracy and prosody. • Respond to inferential questions (for example, questions about a character's actions, feelings, and theme). • Respond one another and to and ask questions that require them to explain their thinking. • Use discussion prompts to build on one another's thinking. • Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. • Echo and chorally read to build print awareness. • Read a variety of texts for different purposes. • Retell texts they listen to and read.	
Unit 6 Focus on Making Connections (Fiction and NonFiction)	**Students will understand that:** During this three-week unit, the Reading, Vocabulary, and Handwriting lessons	• How does asking/answering questions help me understand what I'm reading?	**Students will:** • Practice social skills in different environments (during whole-class, small group. Partner, and independent work)	Listen to and discuss nonfiction texts • Discuss information learned • Compare and contrast two nonfiction texts and write about the topic • Revisit a familiar poem and discuss beat • Echo read and chorally read familiar poems

	continue. In Reading, the students make connections with nonfiction as they engage in an across-grades study of communities. In grade 1, the students focus on people who work in communities. In grade 1, the students focus on people who work in communities. They learn about the work that doctors, trash collectors, and construction workers do and the ways in which that work benefits communities. The students also explore punctuation, beat, personification, and contractions in familiar texts. During IDR, they read nonfiction books and practice making connections. In Vocabulary, the students review previously learned words and learn new words from each week's texts. They are introduced to the suffix -or (a person who) and review the suffix -y (full of or	● How does the word change when inflectional endings are added to the word?	● Develop metacognitive skills through reflecting on their own learning on their interactions with others, and on how their own actions impact those around them. ● Experience instruction through whole-class,small group, partner, and independent work. ● Have the opportunity to self-select to read independently. ● Talk about the books they are reading with peers and the teacher. ● Learn a concept and then review it throughout the year. ● Engage in phonemic awareness and systematic phonics instruction at their points of need. ● Learn content and immediately apply it to independent reading and writing tasks. ● Self-monitor and make connections to text they listen to as well as texts they read independently. ● Print and name letters ● Connect spelling-sounds with visual cues and mnemonics. ● Echo and chorally read familiar texts to develop fluency and word recognition. ● Read decodable texts.	• Read independently and make connections • Make and write about text-to-self connections • Echo read and chorally read with attention to punctuation • Explore a story's illustrations • Read independently and self-monitor • Listen to and discuss a nonfiction book and a poem • Make, write about, and share text-to-self and text-to-world connections • Discuss personification • Discuss and identify contractions • Read independently and make connections

	covered with) and the prefix un- (not). They also review using context to determine word meanings, recognizing words with multiple meanings, using the inflectional ending -s, and recognizing synonyms. In Handwriting, the students learn and practice the stroke sequences for the remaining lowercase letters. .		● Decode polysyllabic words, ● Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. ● Learn words through listening, reading, speaking, writing, and drawing. ● Develop an awareness of and interest in words. ● Build an understanding of the importance of word choice and precision of language by learning about shades of meaning and multiple meanings. ● Reconstruct sentences from familiar texts. ● Visualize texts, draw their mental images, and write about them. ● Respond to and ask questions. ● Echo and chorally read texts to practice oral fluency with a focus on accuracy and prosody. ● Respond to inferential questions (for example, questions about a character's actions, feelings, and theme).	

			• Respond one another and to and ask questions that require them to explain their thinking. • Use discussion prompts to build on one another's thinking. • Read, listen to, and discuss complex fiction and nonfiction texts during read-alouds, small-group reading, and independent reading to support vocabulary development and academic content knowledge. • Echo and chorally read to build print awareness. • Read a variety of texts for different purposes. • Retell texts they listen to and read.	
Unit 7 Focus on Wondering (NonFiction and Poetry)				
Unit 8 Focus on Using Text Features (Fiction, NonFiction, and Poetry)				