SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Reading/Language Arts	**Course Length:** Full Year
Grade: 1st	**Date Last Approved:** June 2015; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:
In first grade students use the foundational language skills to decode and analyze words and word patterns. Similarly, they will begin to develop skills in correct spellings of commonly used words. Students will focus on word patterns to build fluency while reading. Comprehension strategies are utilized to help students become independent strategic readers that analyze the author's purpose in both fiction and nonfiction text. The comprehension strategies include using schema and making connections, retelling, visualizing, wondering/questioning, and using text features. Students are introduced to various writing genres where they will practice communicating thoughts and ideas.

Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing

Enduring Understanding(s):
1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.

Essential Question(s):
1. What can be learned from reading?
2. How do readers know when they are understanding text?
3. How do authors influence reading and writing ideas?
4. How do writers express their thoughts and feelings?
5. How does audience and purpose influence the format of my writing?
6. What is the purpose of applying correct grammar and mechanics to writing?
7. In what ways are ideas effectively communicated orally?

Learning Targets:
1. Students can evaluate fiction text including a variety of genres and formats. (Reasoning)
2. Students can evaluate nonfiction text including a variety of genres and formats. (Reasoning)
3. Students can create written work for a variety of tasks, purposes, and audiences. (Product)
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language. (Product)
5. Students can organize and communicate ideas to others. (Product)

R=Reading
W=Writing
S=Speaking
L=Listening

Stage 2: Learning Plan

I. Using Schema / Making Connections Strategy for Reading	Standards:

I. Using Schema / Making Connections Strategy for Reading

A. Definition: activate prior knowledge to make text connections
B. How to Use Schema and Make Connections:
  a. Mentor text
  b. Teacher modeling
  c. Classroom discussions
  d. Oral responses
  e. Written responses
C. What tools can help:
  a. Various texts
  b. Graphic organizers
  c. Multimedia
D. Student application and reflection

Standards:
CCSS: R.L. 1.9, R.I. 1.3, R.I. 1.9
CCRA: R.2, R.9, R.10, SL.1, W.9

Learning Targets Addressed: Target , Target 2

Key Unit Resources
● Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Teacher modeling with mentor text and think aloud
Formative	Skill	● Read to self think marks ● Partner share
Summative	Reasoning	● Text - Self Written Response ● Text - Text Written Response

II. Retelling Strategy for Reading

A. Definition: identify the important text elements to respond in a new way
B. How to Retell:
  a. Mentor text
  b. Teacher modeling
  c. Classroom discussions
  d. Oral responses
  e. Written responses
C. What tools can help:
  a. Various texts
  b. Graphic organizers
  c. Story elements visual cues
  d. Text pictures
  e. Multimedia
D. Student application and reflection

Standards:
CCSS: R.L. 1.2, R.L. 1.3, R.L. 1.7, R.I. 1.2, R.I. 1.8
CCRA: R.2, R.5, R.10, SL.2, SL.1

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources
● Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Teacher modeling with mentor text and think aloud
Formative	Skill	● Oral text sequencing ● Partner share ● Graphic organizer
Summative	Reasoning	● Written text sequencing ● Running Record

III. Visualizing Strategy for Reading

Standards:
CCSS: R.L. 1.3, R.L. 1.7, R.I. 1.2, R.I. 1.7

A. Definition: recall or form mental images or pictures
B. How to Visualize:
    a. Mentor text
    b. Teacher modeling
    c. Classroom discussions
    d. Movie in your head
    e. Oral responses
    f. Written responses
C. What tools can help:
    a. Various texts
    b. Graphic organizers
    c. Multimedia
D. Students application and reflection
	CCRA: R.2, R.6, R.10, SL.2
	
	Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Teacher modeling with mentor text and think aloud
Formative	Skill	● Oral visualizing ● Partner share ● Graphic organizer
Summative	Product	● Written visual response (picture)

IV. Wondering/Questioning Strategy for Reading

A. Definition: think deeply and display intellectual curiosity before, during, and after reading
B. How to Wonder/Question:
    a. Mentor text
    b. Teacher modeling
    c. Classroom discussions
    d. Oral responses
    e. Written responses
C. What tools can help:
    a. Various texts
    b. Graphic organizers
    c. Multimedia
D. Students application and reflection

Standards:
CCSS: R.L. 1.1, R.I. 1.1
CCRA: R.3, R.7, R.10, SL.2, SL.3, W.7, W.9

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Teacher modeling with mentor text and think aloud
Formative	Skill	● Oral questioning ● Read to self think marks ● Partner share
Summative	Reasoning	● Written questioning response, sharing of think marks

V. Using Text Features Strategy for Reading A. Definition: look at unique components that distinguish texts B. How to Use Text Features: 　a. Mentor text 　b. Teacher modeling 　c. Classroom discussions 　d. Oral responses 　e. Written responses C. What tools can help: 　a. Various texts 　b. Graphic organizers 　c. Multimedia D. Students application and reflection	**Standards:** **CCSS**: R.L. 1.5, R.L. 1.6, R.I. 1.5, R.I. 1.6, R.I. 1.7 **CCRA**: R.1, R.10, W.9 **Learning Targets Addressed:** Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	• Teacher modeling with mentor text and think aloud
Formative	Skill	• Read to self think marks • Partner share
Summative	Product	• Written response (text feature scavenger hunt)

VI. Fluency Strategy for Reading A. Definition: communicate easily and accurately B. How to Use Fluency: 　a. Mentor text 　b. Teacher modeling 　c. Classroom discussions 　d. Written responses 　e. Oral responses C. What tools can help: 　a. Various texts 　b. Graphic organizers 　c. Multimedia D. Students application and reflection	**Standards:** **CCSS**: R.L. 1.4, R.L. 1.10, R.I. 1.10, R.F. 1.4, S.L. 1.1, S.L. 1.2, S.L. 1.3, S.L.1.4, S.L. 1.5 **CCRA**: R.4, SL.1, SL.2, SL.6 **Learning Targets Addressed:** Target 5

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	• Teacher modeling with mentor text and think aloud
Formative	Skill	• Partner read • Echo read • Poetry and songs • Recordings
Summative	Product	• Self recording • Running record

VII. **Word Study for Reading**
 	
A. Definition: knowledge of words that shape understanding of text and language
B.How to Use Word Study:
    a. Mentor text
    b. Teacher modeling
    c. Classroom discussions
    d. Oral responses
    e. Written responses
C.What tools can help:
    f. Various texts
    g. Graphic organizers
    h. Multimedia
D.Students application and reflection
	Standards:
	CCSS: R.I. 1.4, R.F. 1.1, R.F. 1.2, R.F. 1.3, L. 1.1, L. 1.4, L. 1.5, L. 1.6
	CCRA: R.4, SL.4, SL.6, W.3, W.4, W.5
	
	Learning Targets Addressed: Target 4, Target 5

Key Unit Resources

- Words Their Way

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Teacher modeling with mentor text and think alouds
Formative	Skill	● Sight words ● Word sorts ● Phonological awareness
Summative	Product	● Words Their Way