



Literacy (Grade 1)

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Reading Foundational

Demonstrate understanding of the organization and basic features of print. (RF.1.1)

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1.A)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)

Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.A)

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2.B)

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2.C)

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2.D)

Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3)

Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3.A)

Decode regularly spelled one-syllable words. (RF.1.3.B)

Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3.C)

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3.D)

Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3.E)

Read words with inflectional endings. (RF.1.3.F)

Recognize and read grade-appropriate irregularly spelled words. (RF.1.3.G)

Read with sufficient accuracy and fluency to support comprehension. (RF.1.4)

Read grade-level text with purpose and understanding. (RF.1.4.A)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.B)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4.C)

Reading Literature

Retell stories, including key details, and demonstrating understanding of their central message or lesson. (RL 1.2)

Describe characters, settings, and major events in a story, using key details. (RL 1.3)

Reading Informational Text

Identify the main topic, and retell key details in a text. (RI 1.2)

Writing

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. (W 1.3)

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). (W 1.7)

Language (we think)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1)

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.C)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)

Capitalize dates and names of people. (L.1.2A)

Use end punctuation for sentences. (L.1.2.B)

Use commas in dates and to separate single words in a series. (L.1.2.C)

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. (L.1.4)

Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4.B)

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4.C)

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (L.1.5)

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (L.1.5.A)

	Units of Study Reading	Units of Study in Phonics	Units of Study Writing
Unit Name	Unit 1: Monroe Launching (2 weeks) Elementary Shared Launch Northside Launch Abe Launch and Unit 1 Unit 1: Building Good Reading Habits (4-6 weeks) <i>*Demonstrate understanding of the organization and basic features of print. Incorporate in shared reading and guided reading</i>	Unit 1: Talking and Thinking About Letters	Monroe Launching (2 weeks) Unit 1: Small Moments (6-7 weeks) <i>*Demonstrate understanding of the organization and basic features of print. Incorporate in shared writing</i>
Essential	Essential Questions:	Essential Questions:	Essential Questions:

<p>Questions</p>	<p>Launching What does Reader's Workshop look and sound like?</p> <p>Essential Questions: Unit 1 How do readers build good habits?</p> <p>How do readers use strategies to solve hard words?</p>	<p>Essential Questions: Unit 1 What do readers/writers learn about letters by studying names and snap words?</p> <p>How can readers/writers use what they know to make new words?</p>	<p>Launching What does Writer's Workshop look and sound like?</p> <p>Essential Questions: Unit 1 How do writers bring a story to life?</p> <p>How do writers use mentor texts to improve their writing?</p>
<p>Learning Targets (Student Friendly)</p>	<p>Learning Targets: Launching: -I can choose a smart spot to read. -I can take care of my books. -I can build my stamina for reading independently. -I can use a quiet reading voice. Bend 1: -I can preview a book. -I can make a picture in my mind before reading, predict, and revise my mental image as I read the story. -I can read with goals and build stamina. -I can retell key details & reread to understand more. Bend 2: -I can use reading strategies and monitor my reading. Bend 3: -I can talk about the illustrations and details in a story. -I can help a partner with strategies. -I can create and answer questions about details from my books. -I can retell my story to my partner.</p>	<p>Learning Targets: Bend 1: -I can use known words to spell unknown words. -I can apply my understanding of letter names and sounds. -I can use my word attacking skills to decode words. -I can use digraphs to read and write names. Bend 2: -I can use snap words to increase my reading accuracy and fluency. -I can use everything I know about letters and sounds to write. Bend 3: -I can make new words with all that I have in my toolbox.</p>	<p>Learning Targets: Launching: I can use resources in the classroom (supplies, anchor charts, word wall). I can revise my writing to make it more understandable for a reader. Small Moments: Bend 1: -I can draw and label a picture to support my writing. -I can plan for my writing by touching and sketching. -I can stretch out words to spell them. Bend 2: -I can write a small moment story with a beginning, middle, and end. -I can elaborate by writing who was there, what they did, and how the characters felt. -I can use a variety of strategies to spell words. -I can use ending punctuation and capital letters. Bend 3: -I can use craft moves (ellipses, stand out words, exact actions). -I can make my character think and talk. Bend 4: -I can use all I know to fix up.</p>

	Units of Study Reading	Units of Study Phonics	Units of Study Writing
Unit Name	Unit 2: Word Detectives Unit (5-6 weeks) <i>*RF1.1 Demonstrate understanding of the organization and basic features of print. Incorporate into shared reading/guided group lessons</i>	Unit 2: The Mystery of Silent E	Unit 2: Non-Fiction Chapter Books <i>*Use Shared Reading/Writing to teach nonfiction research process before starting Unit 2 (formerly IIM)</i> <i>*RF1.1 Demonstrate understanding of the organization and basic features of print. Incorporate into shared writing</i>
Essential Questions	<u>Essential Questions:</u> Word Detectives How do readers use strategies to solve hard words?	<u>Essential Questions:</u> Unit 2 Why is it important to know vowel patterns? Why is it important to know snap words?	<u>Essential Questions:</u> Unit 2 How does a writer plan and prepare for writing a teaching book? How can a writer add more details to better teach their readers?
Learning Targets (Student Friendly)	<u>Learning Targets:</u> Bend 1: -I can use strategies to understand and figure out tricky words as I read. -I can self correct. Bend 2: -I can read grade appropriate sight words. -I can monitor my reading to help me understand unknown words. Bend 3: -I can look closely at word parts (vowel teams, endings, clusters). -I can reread to make my reading smooth.	<u>Learning Targets:</u> Bend 1: -I can read CVC words. -I can read CVCe words with the vowel A. - I can read snap words. Bend 2: -I can read CVCe words with the vowels O, I, U. -I can self correct. Bend 3: -I can solve tough words by breaking words into parts and put those parts back together. -I can read snap words.	<u>Learning Targets:</u> Unit 2 Nonfiction Bend 1: -I can name my topic and teach my reader about it. -I can teach with pictures as well as words. -I can create a lead and a clear ending. -I can include 3 facts using and/also. -I can use labels and/or detailed words to give facts. Bend 2: -I can group my information with similar information. -I can use spelling strategies. -I can capitalize and use punctuation in my sentences. Bend 3: -I can use different types of ending punctuation to show meaning. -I can edit my writing.

	Units of Study Reading	Phonics Units of Study	Units of Study Writing
Unit Name	<p>Unit 3: Learning About the World (5-6 weeks) (supplement with lesson on fiction vs. nonfiction from Woodburn for Developing Standard RL 1.5) Woodburn Unit 4 F vs NF</p> <p>https://drive.google.com/drive/folders/1CaeOLfU3qyXCYNx9_7GfU9EEaid-cwxl</p> <p>https://docs.google.com/document/d/12HshRO1Xe_pirkamKhNeouhVSkv7ftEyzhdZRVKEjp8/edit</p> <p><i>*RF1.1 Demonstrate understanding of the organization and basic features of print. Incorporate into shared reading/guided group lessons</i></p>	<p>Unit 3: From Tip to Tail: Reading Across Words</p>	<p>Unit 2: Nonfiction Chapter Books (5-6 weeks) continued....</p> <p>If/Then: Writing How to Books (2 weeks) Continued.... Resources to How to Books</p>
Essential Questions	<p>Essential Questions: Unit 3 How do readers learn about the world through nonfiction texts?</p> <p>How do readers read aloud like experts?</p> <p>How do readers use strategies to solve hard words?</p>	<p>Essentials Questions: Unit 3 How do endings change the meaning of a word?</p> <p>How do readers/writers use word parts to read/write new words?</p>	<p>Essential Questions: How To How can writers use a different type of writing to teach people something step by step?</p>
Learning Targets (Student Friendly)	<p>Learning Targets: Bend 1: - I can use text features to learn about a topic. -I can explain the difference between fiction and nonfiction books. - I can identify supporting details for the author's position. Bend 2: - I can learn new words/vocabulary. - I can make sure the words (look right, sound right, make sense). Bend 3: - I can read fluently and use expression to read like an expert. -I can explain the main topic of my book and retell details.</p>	<p>Learning Targets: Bend 1: -I can read all the way across a word, from the initial sound to the ending sound. -I can read words with endings like -ed, -ing, -s. Bend 2: -I can read words part by part. -I can read words within specific word families. -I can read words that end with blends and digraphs. -I can look for vowels in each syllable in a word. Bend 3: -I can read snap words. -I can read contractions.</p>	<p>Learning Targets: How To Bend 1: -I can sequence my steps. -I can use ordinal words (first, then, next) to write a "How-to." -I can list materials needed. -I can add details through pictures and labels. Bend 2: -I can write a warning or tip in my How To Book. Bend 3: -I can use a partner to make my steps more clear.</p>

	Units of Study Reading	Units of Study in Phonics	Units of Study Writing
Unit Name	Unit 4: Readers Have Big Jobs to Do (Fluency, Phonics, and Comprehension)(6 weeks) https://docs.google.com/document/d/1ruj1Bx8P-lYe2h7Fks5fGJVnvgGWT8j2_mhe4HSzv5w/edit <i>*RF1.1 Demonstrate understanding of the organization and basic features of print & RF1.4 Read with sufficient accuracy and fluency to support comprehension. Incorporate into read aloud/shared reading/guided group lessons</i>	Unit 4: Word Builders-Using Vowel Teams to Build Big Words	Unit 4: Writing Reviews (6 weeks) <i>*RF1.1 Demonstrate understanding of the organization and basic features of print. Incorporate into shared writing</i>
Essential Questions	<u>Essential Questions:</u> Unit 4 How do readers use tools to solve hard words? How do readers use tools to understand what they're reading? How do reading partners work together to better understand what they're reading?	<u>Essentials Questions:</u> Unit 4 How do vowel teams and phonograms help build words? How do readers/writers use letters and sounds to read and write fluently?	<u>Essential Questions:</u> Unit 4 How do writers convince readers with an opinion? Why do writers judge items in a collection in order to develop an opinion?
Learning Targets (Student Friendly)	<u>Learning Targets:</u> Bend 1: - I can monitor and self-correct. Bend 2: - I can use meaning & structure to figure out tricky words. - I can use chunks/word parts to solve hard words. - I can read with fluency and with expression to help me understand my story. Bend 3: - I can read grade level text with support. -I can find and describe the characters, settings and major happenings in the story. Bend 4: - I can read accurately with fluency and expression.	<u>Learning Targets:</u> Bend 1: -I can build words using vowel teams and parts of words. Bend 2: -I can investigate how vowel teams make different sounds. -I can build words with tricky vowel teams. -I can use all that I know about vowel teams to turn them into snap words. Bend 3: -I can read words with vowel teams that make the same sound.	<u>Learning Targets:</u> Bend 1: -I can state my opinion and give supporting reasons. -I can use appropriate punctuation. Bend 2: -I can get my reader's attention. - I can use the word wall. - I can stretch out my words. - I can use word families/chunks. - I can write an ending. Bend 3: - I can use transition words.

	Units of Study Reading	Phonics Units of Study	Units of Study Writing
Unit Name	Unit 5: Meeting Characters and Learning Lessons (6 weeks) https://docs.google.com/document/d/1K6Sonftabi9GpBy1Q7MsgKawaZ-3fb-6pq15o7YNYvY/edit <i>*RF1.1 Demonstrate understanding of the organization and basic features of print & RF1.4 Read with sufficient accuracy and fluency to support comprehension. Incorporate into read aloud/shared reading/guided group lessons.</i>	Unit 5: Marvelous Bloopers- Learning Through Wise Mistakes	Unit 5: From Scenes to Series: Writing Fiction
Essential Questions	<u>Essential Questions:</u> Unit 5 How do readers get to know the characters? How do readers learn lessons from the stories they read? How do readers study new fiction stories?	<u>Essentials Questions:</u> Unit 5 How does R impact the reading and writing of words? Why do readers/writers fix up bloopers?	<u>Essential Questions:</u> Unit 5 How do writers prepare to write a realistic fiction book? What can writers gain from studying series authors? How can writers extend a character through a series?
Learning Targets (Student Friendly)	<u>Learning Targets:</u> Bend 1: - I can retell a story using characters, settings and major events and identify the central message. Bend 2: -I can get to know the characters in my books, noticing who they are, what they do, how they act and how they feel. - I can compare/contrast a character's adventures/experiences. -I can make my voice smooth and sound like the character's. Bend 3: - I can describe connections between individuals/events/ideas. - I can tell when the character changes and the lesson they learned. Bend 4: - I can share my opinion about books and the lesson learned.	<u>Learning Targets:</u> Bend 1: -I can notice bloopers that I make with ar, er, ir, or, and ur. - I can say the sounds r makes when with vowels. Bend 2: - I can make compound words from two words I already know. Bend 3: - I know when to use a capital letter (starting sentences, proper nouns).	<u>Learning Targets:</u> Bend 1: -I can create a fictional character. -I can write about trouble or adventure my character finds. Bend 2: -I can support my writing with details in my words and pictures. - I can elaborate by writing who was there, what they did, and how the characters felt. Bend 3: -I can create a series of books about a fictional character. - I can write a story with a beginning, middle, and end Bend 4: -I can use punctuation to make my writing better (end punctuation and ellipses).

	Units of Study Reading	Units of Study Phonics	Units of Study Writing
Unit Name	<p>Unit 6: If/Then: Studying Characters and Their Stories (Available Online)</p> <ul style="list-style-type: none"> Teachers can select teaching points from these If...Then Units based on their students' needs 	<p>Phonics Projects: (use format from Marvelous Bloopers- Bend 3)</p> <p>Options Include:</p> <ul style="list-style-type: none"> Short Vowel (CVC) and Long Vowel (CVCE) Patterns Tricky Blends and Digraphs Endings Vowel Teams Diphthongs R-Controlled Vowels Punctuation Study 37 Most Common Phonograms (ack, ank, ash, ell, est, ick, ill, ink, ing, ock, uck, ump, unk, ail, ain, ay, eat, ight, ale, ame, ate, ice, ide, ine, oke, ore, an, ap, at, in, ip, it, op, ot, ug, aw) Punctuation Study Editing Our Writing (using all that we know about phonics) 	<p>If/Then: Narrative-Structure/Elaboration (p.68-77 Reteaching some of the Small Moment Book) {2 Weeks}</p> <ul style="list-style-type: none"> Teachers can select teaching points from these If...Then Units based on their students' needs
Essential Questions	<p><u>Essentials Questions:</u> Studying Characters and Their Stories If...Then How do readers get to know the characters?</p> <p>How do readers learn lessons from the stories they read?</p> <p>How do readers study new fiction stories?</p>		<p><u>Essential Questions:</u> Narrative If...Then How do writers bring a story to life?</p> <p>How do writers use mentor texts to improve their writing?</p>
Learning Targets (Student Friendly)	<p><u>Learning Targets:</u> Bend 1: -I can identify characters in my book. -I can stop and tell what has happened to a character so far in my story. -I can talk about the personality of a character in my book. Bend 2: -I can make connections to characters or identify ways I am different from them. Bend 3: -I can see how a character changed at the end of a story. -I can tell what caused a</p>		<p><u>Learning Targets:</u> Narrative: -I can draw and label a picture to support my writing. -I can plan for my writing by touching and sketching. - I can write a small moment story with a beginning, middle, and end. - I can elaborate by writing who was there, what they did, and how the characters felt. -I can use a variety of strategies to spell words. -I can use ending punctuation and capital letters. -I can stretch out words to spell them.</p>

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