

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

First Grade Reading

| UNIT PACING Names of units and approximate pacing | UNIT LEARNING TARGETS By the end of the unit, students will be able to... | STANDARD Which Common Core standards does this address? | ASSESSMENTS Which assessments are given to determine student growth? |
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| <p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 1: Readers Build Good Habits</p> <p><i>September/October</i></p> | <ul style="list-style-type: none"> • I can retell stories, including important details. • I can show that I understand the central message or lesson of a story. • I can use important details to describe the characters in a story. • I can use important details to describe the settings in a story. • I can use important details to describe the major events in a story. • I can use illustrations and details to describe the characters in a story. • I can use illustrations and details to describe the setting in a story. • I can use illustrations and details to describe events in a story. • I can compare the adventures and experiences of characters in stories by telling how they are alike. • I can contrast the adventures and experiences of characters in stories by telling how they are different. • I can follow classroom rules for listening and talking to others (e.g., listening to others with care, speaking one at a time). • I can be part of a conversation by listening and talking. • I can ask questions during a conversation to help me understand. • I can ask and answer questions about what is said to help me better understand. | <p>RL.1.2 RL.1.3 RL.1.7 RL.1.9 SL.1.1.</p> | <p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> |

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| <p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 2: Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder</p> <p><i>October/November</i></p> | <ul style="list-style-type: none"> • I can find the important parts of a sentence. • I can tell the difference between short and long vowel sounds when I say or hear one-syllable words. • I can blend sounds together to say a word. • I can separate and say the beginning, middle/vowel, and end sound in one-syllable words. • I can stretch out the sounds of a one-syllable word that I say into all of the individual sounds. • I can make the new sound 2 consonants make when they are together. • I can write the 2 letters that make the new sound. • I can break apart and read one syllable words. • I can use the magic /e/ and vowel teams to read words. • I can understand that all syllables have a vowel sound. • I can find the number of syllables in a word by counting the vowel sounds. I can follow classroom rules for listening and talking to others (e.g., listening to others with care, speaking one at a time). • I can break apart and sound out two-syllable words. • I can read words that end in -s, -ed, or -ing. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can be part of a conversation by listening and talking. • I can ask questions during a conversation to help me understand. • I can ask and answer questions about what is said to help me better understand. | <p>RF.1.1 RF.1.2 RF.1.3 RF.1.4 SL.1.1.</p> | <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> |
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| <p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 3: Readers Meet the Characters in Our Books</p> <p><i>November/December</i></p> | <ul style="list-style-type: none"> • I can use important details to describe the characters in a story. • I can use important details to describe the settings in a story. • I can use important details to describe the major events in a story. • I can identify words and phrases in stories and poems that describe feelings. • I can identify words and phrases in stories and poems that help me know how something smells, tastes, feels, looks or sounds. • I can use illustrations and details to describe the characters in a story. • I can use illustrations and details to describe the setting in a story. • I can use illustrations and details to describe events in a story. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can be part of a conversation by listening and talking. • I can ask questions during a conversation to help me understand. • I can ask and answer questions about what is said to help me better understand. | <p>RL.1.3 RL.1.4 RL.1.7 RF.1.4 SL.1.1.</p> | <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> |
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| <p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 4: Nonfiction Readers Learn about the World</p> <p><i>January</i></p> | <ul style="list-style-type: none"> • I can ask questions about important details in an informational text. • I can answer questions about important details in an informational text. • I can tell the main idea of a text. • I can retell important details about the topic. • I can tell how two people in a text are connected. (e.g., presidents, community helpers, students in the same class.) • I can tell how two events in a text are connected. • I can tell how two pieces of information in a text are connected. • I can ask and answer questions to learn or better understand the meaning of words and phrases. • I can use text features (e.g., headings, tables of contents, glossaries, icons) to find important facts and information in a text. • I can tell the difference between the information I find from pictures and illustrations and the information I find from reading the words. • I can use illustrations and details to describe the main ideas in a text. • I can find the reasons the author gives to support ideas in a text. • I can tell how two informational books on the same topic are the same and different (e.g., in illustrations, descriptions, or procedures). • With help, I can read and understand grade level informational text. • I can participate in small and large group discussions with students and adults. | <p>RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.3 RF.1.4 SL.1.1</p> | <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> |
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| <p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 5: We Can Be Our Own Teachers When We Work Hard to Figure Out Words</p> <p><i>February</i></p> | <ul style="list-style-type: none"> • I can tell the difference between short and long vowel sounds when I say or hear one-syllable words. • I can blend sounds together to say a word. • I can separate and say the beginning, middle/vowel, and end sound in one-syllable words. • I can stretch out the sounds of a one-syllable word that I say into all of the individual sounds. • I can make the new sound 2 consonants make when they are together. • I can write the 2 letters that make the new sound. • I can break apart and read one syllable words. • I can use the magic /e/ and vowel teams to read words. • I can understand that all syllables have a vowel sound. • I can break apart and sound out two-syllable words. • I can read words that end in -s, -ed, or -ing. • I can find and read first grade words that break the spelling rules. • I can find the number of syllables in a word by counting the vowel sounds. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can retell (put it my own words) stories, including important details. • I can show that I understand the central message or lesson of a story. • I can identify words and phrases in stories and poems that describe feelings. • I can identify words and phrases in stories and poems that help me know how something smells, tastes, feels, looks or sounds. • I can participate in small and large group discussions with students and adults. | <p>RF.1.2 RF.1.3 RF.1.4 RL.1.2 RL.1.4 SL.1.1</p> | <p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> |
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| <p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 6: Reading across Genres to Learn about a Topic: Informational Books, Stories, and Poems</p> <p><i>March</i></p> | <ul style="list-style-type: none"> • I can tell the difference between short and long vowel sounds when I say or hear one-syllable words. • I can blend sounds together to say a word. • I can separate and say the beginning, middle/vowel, and end sound in one-syllable words. • I can stretch out the sounds of a one-syllable word that I say into all of the individual sounds. • I can make the new sound 2 consonants make when they are together. • I can write the 2 letters that make the new sound. • I can break apart and read one syllable words. • I can use the magic /e/ and vowel teams to read words. • I can understand that all syllables have a vowel sound. • I can break apart and sound out two-syllable words. • I can read words that end in -s, -ed, or -ing. • I can find and read first grade words that break the spelling rules. • I can find the number of syllables in a word by counting the vowel sounds. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can explain the differences between books that tell a story and books that teach me about a topic. • I can use illustrations and details to describe the characters in a story. • I can use illustrations and details to describe the setting in a story. • I can use illustrations and details to describe events in a story. • With help, I can read first grade level stories and poetry and informational text. • I can tell the main idea of a text. • I can retell important details about the topic. • I can tell how two people in a text are connected. (e.g., presidents, community helpers, students in the same class.) • I can tell how two events in a text are connected. • I can tell how two pieces of information in a text are connected. • I can use illustrations and details to describe the main ideas in a text. • I can tell how two informational books on the same topic are the same and different (e.g., in illustrations, descriptions, or procedures). | <p>RF.1.2 RF.1.3 RF.1.4 RL.1.5 RL.1.7 RL.1.10 RI.1.2 RI.1.3 RI.1.7 RI.1.9 RI.1.10 SL.1.1</p> | <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> |
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| <p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 7: Dramatizing Character and Deepening Our Comprehension in Reading Clubs</p> <p><i>April/May</i></p> | <ul style="list-style-type: none"> • I can use important details to describe the characters in a story. • I can use important details to describe the settings in a story. • I can use important details to describe the major events in a story. • I can use illustrations and details to describe the characters in a story. • I can use illustrations and details to describe the setting in a story. • I can use illustrations and details to describe events in a story. • I can compare the adventures and experiences of characters in stories by telling how they are alike. • I can contrast the adventures and experiences of characters in stories by telling how they are different. • I can read and understand first grade level fiction and information text. • I can read first grade level text out loud at an appropriate speed, with expression, and without making many mistakes. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. | <p>RL.1.3 RL.1.7 RL.1.9 RF.1.4 SL.1.1</p> | <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> |
| <p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 8: Readers Can Read about Science Topics to Become Experts</p> <p><i>May/June</i></p> | <ul style="list-style-type: none"> • I can ask questions about important details in an informational text. • I can answer questions about important details in an informational text. • I can tell the main idea of a text. • I can retell important details about the topic. • I can tell how two people in a text are connected. (e.g., presidents, community helpers, students in the same class.) • I can tell how two events in a text are connected. • I can tell how two pieces of information in a text are connected. • I can ask and answer questions to learn or better understand the meaning of words and phrases. • I can use text features (e.g., headings, tables of contents, glossaries, icons) to find important facts and information in a text. • I can tell the difference between the information I find from pictures and illustrations and the information I find from reading the words. • I can use illustrations and details to describe the main ideas in a text. • I can find the reasons the author gives to support ideas in a text. • I can tell how two informational books on the same topic are the same and different (e.g., in illustrations, descriptions, or procedures). • With help, I can read and understand grade level informational text. • I can participate in small and large group discussions with students and adults. | <p>RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.3 RF.1.4 SL.1.1</p> | <p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> |