**Grade 1**

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|  | **Reading Workshop** |  | **Writing Workshop** |
| September | *Building Good Reading Habits (1)*  *RL* | September | *Small Moments: Writing with Focus, Detail, and Dialogue\**  *N* |
| *Word Detectives: Strategies for Using High-Frequency Words and for Decoding (New Spiral-Bound Book) RL* | *Authors as Mentors (If-Then)\**  *N* |
| November | *Readers Get to Know Characters by Performing Their Books (If-Then)*  *RI* | November | *Music in Our Hearts: Writing Songs and Poetry (If-Then)*  **and/or**  *Writing How-To Books (If-Then)\**    *P,I* |
| January | *Learning About the World (2)*  *RI* | January | *Nonfiction Chapter Books (2)*    *I* |
| *Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If-Then) RI* |
| Late February | *Readers Have Big Jobs to Do (3)*    *RL, RI* | Late February | *Writing Reviews (3)*  *O* |
| April | *Meeting Characters and Learning Lessons (4)*  *RL* | April | *From Scenes to Series: Writing Fiction (4)*  *N* |
| mid-May -June | *Readers Can Read about Science to Become Experts (A Curricular Calendar)*    *RI* | mid-May-June | *Science Information Books (If-Then)*  **and/or**  *Independent Writing Projects\**  *I, N* |

\* **Please see page 3**

**Additional Information to Guide Your Instruction**

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| **Codes** | ***Reading:*** RL – units mainly involving literature; RI – units mainly involving information reading  ***Writing:*** N – narrative writing; I-information writing; O-opinion writing; P-poetry writing |
| **Timing of the units** | The months on the calendar indicate when the unit **MUST BEGIN.** Because you will want to adjust your instruction to best fit your students’ needs, you have some flexibility in the teaching of these units. You will have flexibility regarding:   * how long you will spend on a particular unit, in the cases where more than one unit is listed in a particular time period * whether to teach two units one after the other or integrate two particular units simultaneously * expanding or condensing particular bends of units.   Depending on the needs of your students, different decisions may need to be made, and the first several pages of the *If . . .Then . . .Curriculum* books for both reading and writing, and your literacy coach, will support you as you decide what may work best for a particular group of students.  We have indicated the **MUST START BY** dates to help you pace your instruction to allow all students to experience the same teaching and learning by key points in the year to accommodate students moving, assessment windows, and “fitting it all in.” |
| **And/Or** | Look across the plan for the year and decide:   * to teach two shorter units, one after the other * to teach one longer unit * to integrate one of the units as a mini-unit somewhere between other units (e.g. a two-week poetry unit between narrative and information units) |
| **Begin right away!** | There is no reason to WAIT to start these units. The first units of study in both Reading and Writing Workshop assume it is the first few days of school. The best day to start teaching the routines for reading and writing is the first day of school! |
| **Mini-units** | Mini-units can be inserted at the end of longer units wherever you have time. For example, you may decide to insert a one-week letter-writing unit before beginning *Writing Reviews*, or a one-week punctuation unit between *Writing Reviews* and *From Scenes to Series: Writing Fiction,* or a one-week choice genre unit during the last week of school. |
| **Choice** | Consider ways to allow students to choose the genre in which they write periodically. Perhaps a few days before a new unit of study, for the last two weeks of school, the first week of school, or the week after a vacation. Minilessons would focus on selecting an idea then matching it to an appropriate genre, trying a topic across different genres, keeping in mind all that students know about a particular genre, among others. |

**Additional Information About Specific Units**

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| ***Small Moments: Writing with Focus, Detail, and Dialogue AND Authors as Mentors*** | This *Small Moments* unit includes a bend in which students study an author’s craft to incorporate those techniques into their own writing. One option is to teach these units one after the other. Another is to stretch out the bends of the *Small Moments* unit, integrating *Authors as Mentors*. See the unit overview for more suggestions on integrating these units. |
| ***Writing How-To Books*** | This unit can be a mini-unit prior to *Nonfiction Chapter Books*, as a reminder of all that students learned about procedural writing in kindergarten. *Nonfiction Chapter Books* includes a couple of sessions about including a how-to section in a longer book. If you decide not to do a mini-unit in December and your students seem to need more work in order to include a how-to section in their longer nonfiction books, you could insert some lessons during the *Nonfiction Chapter Books* unit. |
| ***Independent Writing Projects*** | You may decide to end the year by having students choose the type of writing they would like to do, based on all they have learned throughout the year. |