**Grade 1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading**  | **Writing** | **Phonics** |
| September | *Building Good Reading Habits (1)*  *RL*  | *Small Moments: Writing with Focus, Detail, and Dialogue (1) \** *N* | *Talking and Thinking about Letters (1)* |
| Mid-October | *Word Detectives: Strategies for Using High-Frequency Words and for Decoding (Additional Book) RL*  | *Writing How-To Books (If-Then)\**  *I* | *The Mystery of the Silent e (2)* |
| Mid-November | *Readers Get to Know Characters by Performing Their Books (If-Then)*  *RL*  | *Music in Our Hearts: Writing Songs and Poetry (If-Then)* *P*  | *From Tip to Tail: Reading across Words (3)* |
| January | *Learning About the World (2)* *RI*  | *Nonfiction Chapter Books (2)* *I*  | Mini-Unit in Phonics: Reading and Writing with More Power: Snap Words, Editing, and More! (User’s Guide: Online Resources) |
| Mid-February | *Readers Have Big Jobs to Do (3)* *RL, RI* | *Writing Reviews (3)* *O* | *Word Builders: Using Vowel Teams to Build Big Words (4)* |
| April | *Meeting Characters and Learning Lessons (4)* *RL* | *From Scenes to Series: Writing Fiction (4)* *N* | *Marvelous Bloopers: Learning through Wise Mistakes (5)* |
| mid-May -June | *Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If-Then)*  *RI*  | *Independent Writing Projects Across Genres (If-Then) \** *O, I, N* | *If … Then… Phonics (Online Resources)* |

 \* **Please see page 3**

**Additional Information to Guide Your Instruction**

|  |  |
| --- | --- |
| **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 **BEGINS.** 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,
* whether to expand or condense particular bends of units,
* or whether to insert a mini-unit before or after a unit listed on the calendar.

Depending on the needs of your students, different decisions may need to be made, 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/END** 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 reading unit (including summer reading goals) 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 could 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**

|  |  |
| --- | --- |
| ***Small Moments: Writing with Focus, Detail, and Dialogue***  | This *Small Moments* unit includes a bend in which students study an author’s craft to incorporate those techniques into their own writing. If your students need more work with this bend, one option is to teach this unit, then follow this with a mini-unit using *Authors as Mentors* from the *If . . . Then* book. Another is to stretch out the bends of the *Small Moments* unit, integrating *Authors as Mentors*. Work with your Literacy Coach and see the Literacy Coach website to plan according to your students’ needs. Your students will continue to receive support in working with mentor texts in most writing units this year, and next year in second grade there is a heavy emphasis on using narrative mentor texts early in the fall. It may help with your planning to know this will not be the only opportunity to gain experience with this. |
| ***Writing How-To Books*** | This unit is helpful 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. That will give you an opportunity to include this type of writing into a more sophisticated nonfiction text.  |
| ***Independent Writing Projects*** | This unit ends the year by having students choose the type of writing they would like to produce, based on their purpose and audience. It prepares students to enter second grade with a strong reminder of all they have learned throughout first grade. This pairs nicely with a reading mini-unit in which they plan for their summer reading. |