

**Unit Overview:** Fluency, Phonics, and Comprehension

This unit, all about the reading process, sets children up to be able to read increasingly complex texts with fluency, accuracy, and comprehension, all of which require the development of great problem-solving skills. Many first graders are avid collectors. In this unit, you will invite them to gather the reading strategies they'll need to have at their fingertips when the going gets rough. You'll begin the unit by helping your readers develop the mind-set to take charge of their own reading. Children will learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating all year, and then check to see that what they've done makes sense. Then you'll focus on strengthening and expanding students' word-solving strategies, reminding them to draw from multiple sources of information. The unit then shifts the attention toward monitoring for meaning. Children will learn strategies for maintaining meaning across large parts of texts, as well as for understanding new vocabulary. To close the unit, you'll help readers put their learning together to problem solve and read with fluency.

**Essential Questions:** How do I notice when my reading doesn't make sense or sound right and then fix up those parts so that I understand my books better? When something is difficult, how do I use all that I know to figure it out? How can I find ways to read longer texts and continue to understand what I read? How can I be sure to pick out interesting and important parts of my books to reread to others so that they become interested in my books too?

**Concept Understanding:** Students will use a variety of strategies and processes for determining which words are tricky. They will practice solving those words and then check their reading after independently making corrections.

Sessions	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
<b>Bend I: Readers Have Important Jobs to Do</b>				
1	W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.	<b>RL.1.7, RL.1.10, RF.1.2, RF.1.3, RF.1.4</b> Use illustrations and details to describe its characters, setting, or events; read prose and poetry of appropriate complexity for grade 1; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency  <b>Writing about reading suggested activities</b> Tell important information from a story	SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences	L.1.1, <b>L.1.4</b> , L.1.6 Demonstrate command of grammar and usage; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships

2	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.2, RF.1.3, RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; use illustrations and details to describe its characters, setting, or events; read prose and poetry of appropriate complexity for grade 1; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Reread to assure accuracy of sentence structure and word use as well as meaningfulness</p>	<p>SL.1.1, SL.1.6  Collaborative conversations; produce complete sentences</p>	<p>L.1.1, L.1.4, L.1.6 Demonstrate command of grammar and usage; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>
3	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, RF.1.2, RF.1.3, RF.1.4 Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; use illustrations and details to describe its characters, setting, or events; read prose and poetry of appropriate complexity for grade 1; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Use text as a resource for words, phrases, ideas</p>	<p>SL.1.1, SL.1.4, SL.1.6 Collaborative conversations; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, L.1.4, L.1.6 Demonstrate command of grammar and usage; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>

4	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>RL.1.1</b>, RL.1.2, RL.1.3, RL.1.4, <b>RL.1.7</b>, RL.1.10, <b>RF.1.2</b>, <b>RF.1.3</b>, <b>RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; use illustrations and details to describe its characters, setting, or events; read prose and poetry of appropriate complexity for grade 1; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Remember information from a text to produce lists, simple sequence of actions, and directions</p>	<p>SL.1.1, SL.1.6  Collaborative conversations; produce complete sentences</p>	<p>L.1.1, <b>L.1.4</b>, L.1.6 Demonstrate command of grammar and usage; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>
5	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>RL.1.1</b>, <b>RL.1.2</b>, RL.1.3, RL.1.7, RL.1.10, <b>RF.1.2</b>, <b>RF.1.3</b>, <b>RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; use illustrations and details to describe its characters, setting, or events; read prose and poetry of appropriate complexity for grade 1; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Use the names of authors and illustrators</p>	<p><b>SL.1.1</b>, <b>SL.1.4</b>, SL.1.6  Collaborative conversations; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, <b>L.1.4</b>, L.1.6 Demonstrate command of grammar and usage; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>

<b>Bend II: Readers Add New Tools to Read Hard Words</b>				
6	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, RF.1.2, RF.1.3, RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; use illustrations and details to describe its characters, setting, or events; read prose and poetry of appropriate complexity for grade 1; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Use opinions about stories or poems</p>	<p><b>SL.1.1, SL.1.4, SL.1.6</b> Collaborative conversations; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, L.1.4, L.1.6 Demonstrate command of grammar and usage; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>
7	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RF.1.2, RF.1.3, RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; use illustrations and details to describe its characters, setting, or events; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p>	<p><b>SL.1.1, SL.1.6</b> Collaborative conversations; produce complete sentences</p>	<p>L.1.1, <b>L.1.2, L.1.4</b>, L.1.6 Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; determine or clarify the meaning of unknown words; use words and phrases,</p>

		<p><b>Writing about reading suggested activities</b> Compose innovations on very familiar text</p>		including conjunctions, to signal simple relationships
8	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.1, RL.1.2, RL.1.3, <b>RF.1.2, RF.1.3</b>, RF.1.4 Ask and answer questions; retell stories; describe characters, settings and major events in a story; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Produce innovations on a text by changing ending, series of events, the characters or the setting</p>	<p>SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences</p>	<p>L.1.1, <b>L.1.2, L.1.4</b>, L.1.6 Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>
9	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.1, <b>RL.1.2, RL.1.3</b>, RF.1.2, RF.1.3, RF.1.4 Ask and answer questions; retell stories; describe characters, settings and major events in a story; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> List or write sentences and opinions about new information learned from a text</p>	<p>SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences</p>	<p>L.1.1, <b>L.1.2, L.1.4</b>, L.1.6 Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; determine or clarify the meaning of unknown words; use words and phrases, including</p>

				conjunctions, to signal simple relationships
10	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.1, RL.1.2, RL.1.3, <b>RF.1.2, RF.1.3</b>, RF.1.4 Ask and answer questions; retell stories; describe characters, settings and major events in a story; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Write or draw about something in the reader’s own life when prompted by a text</p>	<p>SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences</p>	<p>L.1.1, <b>L.1.2</b>, L.1.4, L.1.6 Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>
11	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.1, RL.1.2, RL.1.3, <b>RF.1.2, RF.1.3, RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Reflect both prior knowledge and new knowledge from the text</p>	<p><b>SL.1.1</b>, SL.1.6 Collaborative conversations; produce complete sentences</p>	<p>L.1.1, L.1.2, L.1.4, L.1.6 Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>

<b>Bend III: Readers Use Tools to <i>Understand</i> Their Books</b>				
12	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.1, RL.1.2, RL.1.3, <b>RL.1.7</b>, RL.1.10, <b>RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; use illustrations and details to describe its characters, setting, or events; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Express opinions about a story or poem</p>	<p><b>SL.1.1, SL.1.2</b>, SL.1.3, SL.1.4, SL.1.6 Collaborative conversations; ask and answer questions about key text details; gather information or clarify something that is not understood; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, L.1.6 Demonstrate command of grammar and usage; use words and phrases, including conjunctions, to signal simple relationships</p>
13	<p>W.1.3, W1.8 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure. Recall information to answer question.</p>	<p><b>RL.1.1, RL.1.2, RL.1.3</b>, RL.1.4, <b>RL.1.7</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; use illustrations and details to describe its characters, setting, or events;</p> <p><b>Writing about reading suggested activities</b> Notice the way a text is organized and sometimes apply organization to writing (for example, sequence of events or established sequence such as numbers of days of the week)</p>	<p><b>SL.1.1, SL.1.4</b>, <b>SL.1.6</b> Collaborative conversations; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, L.1.5, L.1.6 Demonstrate command of grammar and usage; understand word relationships and nuances in word meanings; use words and phrases, including conjunctions, to signal simple relationships</p>

14	<p>W.1.3, W1.8</p> <p>Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure. Recall information to answer question.</p>	<p>RL.1.1, RL.1.2, RL.1.3, <b>RL.1.6, RF.1.4</b></p> <p>Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify who is telling the story; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Recognize and use some aspects of text structure (for example. beginning and ending)</p>	<p><b>SL.1.1, SL.1.4, SL.1.6</b></p> <p>Collaborative conversations; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, L.1.6</p> <p>Demonstrate command of grammar and usage; use words and phrases, including conjunctions, to signal simple relationships</p>
15	<p>W.1.3, W1.8</p> <p>Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure. Recall information to answer question.</p>	<p>RL.1.1, RL.1.2, RL.1.3, <b>RL.1.4, RL.1.7</b>, RF.1.4</p> <p>Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; use illustrations and details to describe its characters, setting, or events; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Differentiate between informational and fiction texts</p>	<p>SL.1.1, SL.1.4, SL.1.6</p> <p>Collaborative conversations; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, <b>L.1.4, L.1.5, L.1.6</b></p> <p>Demonstrate command of grammar and usage; determine or clarify the meaning of unknown words; understand word relationships and nuances in word meanings; use words and phrases, including conjunctions, to signal simple relationships</p>



<b>Bend IV: Readers Use Everything They Know to Get the Job Done</b>				
16	<p>W.1.3 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.10, <b>RF.1.2, RF.1.3, RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; identify who is telling the story; use illustrations and details to describe its characters, setting, or events; read prose and poetry of appropriate complexity for grade 1; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Notice and sometimes use interesting language from a text</p>	<p>SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences</p>	<p>L.1.1, <b>L.1.4</b>, L.1.5, L.1.6 Demonstrate command of grammar and usage; determine or clarify the meaning of unknown words; understand word relationships and nuances in word meanings; use words and phrases, including conjunctions, to signal simple relationships</p>
17	<p>W.1.1, W.1.3 Write and opinion piece that supplies a reason for the opinion and provides closure. Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.1, RL.1.2, RL.1.3, RF.1.2, RF.1.3, <b>RF.1.4</b> Ask and answer questions; retell stories; describe characters, settings and major events in a story; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b> Produce some simple graphic representations of a story (for example, story map or timeline)</p>	<p>SL.1.1, <b>SL.1.4, SL.1.6</b> Collaborative conversations; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, L.1.2, L.1.6 Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; use words and phrases, including conjunctions, to signal simple relationships</p>

18	<p>W.1.1, W.1.3</p> <p>Write and opinion piece that supplies a reason for the opinion and provides closure.</p> <p>Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p>RL.1.2, RF.1.3, <b>RF.1.4</b></p> <p>Retell stories; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b></p> <p>Use specific vocabulary to write about text (author, illustrator, cover, title character, problem, events)</p>	<p><b>SL.1.1, SL.1.6</b></p> <p>Collaborative conversations; produce complete sentences</p>	<p>L.1.1, L.1.2, L.1.4, L.1.6</p> <p>Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>
Read Aloud	<p>W.1.3</p> <p>Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.10, RF.1.1, RF.1.2, RF.1.3, RF.1.4</b></p> <p>Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; use illustrations and details to describe its characters, setting, or events; identify who is telling the story; read prose and poetry of appropriate complexity for grade 1; demonstrate understanding of the organization and basic features of print, spoken words, syllables and sounds; decode words; read with accuracy and fluency</p> <p><b>Writing about reading suggested activities</b></p> <p>Create texts that have some of the characteristics of published texts (cover, title, author, illustrator, illustrations,</p>	<p><b>SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6</b></p> <p>Collaborative conversations; ask and answer questions about key text details; gather information or clarify something that is not understood; describe people, places, or things with details; produce complete sentences</p>	<p>L.1.1, L.1.2, <b>L.1.4</b>, L.1.6</p> <p>Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; determine or clarify the meaning of unknown words; use words and phrases, including conjunctions, to signal simple relationships</p>

		beginning, ending, events in a sequence, about the author page)		
Shared Reading	W.1.3, W1.8 Write detailed narratives in which they recount two or more appropriately sequenced events. Use temporal words to signal event order, and provide some sense of closure. Recall information to answer question.	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, <b>RL.1.10</b> , RF.1.1, <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>  Ask and answer questions; retell stories; describe characters, settings and major events in a story; identify words or phrases in stories or poems that suggest feelings; identify who is telling the story; use illustrations and details to describe its characters, setting, or events; read prose and poetry of appropriate complexity for grade 1; demonstrate understanding of the organization and basic features of print, spoken words, syllables and sounds; decode words; read with accuracy and fluency  <b>Writing about reading suggested activities</b> Sometimes borrow the style of some language from a writer	<b>SL.1.1</b> , SL.1.4, <b>SL.1.6</b>  Collaborative conversations; describe people, places, or things with details; produce complete sentences	L.1.1, L.1.2, <b>L.1.4</b> , <b>L.1.5</b> , L.1.6 Demonstrate command of grammar and usage, capitalization, punctuation, and spelling when writing; determine or clarify the meaning of unknown words; understand word relationships and nuances in word meanings; use words and phrases, including conjunctions, to signal simple relationships

**Bold indicates major emphasis**

Grade 1 Quarter 3 ELA Pacing Guide

Revised 9/22/16