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

2	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.	RL.1.1, RL.1.2, RL.1.3, 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; 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 Writing about reading suggested activities Reread to assure accuracy of sentence structure and word use as well as meaningfulness	SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences	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
3	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.	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 Writing about reading suggested activities Use text as a resource for words, phrases, ideas	SL.1.1, SL.1.4, SL.1.6 Collaborative conversations; describe people, places, or things with details; produce complete sentences	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

4	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.	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 Writing about reading suggested activities Remember information from a text to produce lists, simple sequence of actions, and directions	SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences	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
5	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.	RL.1.1, RL.1.2, RL.1.3, 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; 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 Writing about reading suggested activities Use the names of authors and illustrators	SL.1.1, SL.1.4, SL.1.6 Collaborative conversations; describe people, places, or things with details; produce complete sentences	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

Bend II:	Readers Add New Tools to Read Hard \	Vords		
6	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.	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 Writing about reading suggested activities Use opinions about stories or poems	SL.1.1, SL.1.4, SL.1.6 Collaborative conversations; describe people, places, or things with details; produce complete sentences	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
7	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.	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7 , 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; demonstrate an understanding of spoken words, syllables and sounds; decode words; read with accuracy and fluency	SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences	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,

8	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.	Writing about reading suggested activities Compose innovations on very familiar text RL.1.1, RL.1.2, RL.1.3, 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 Writing about reading suggested activities Produce innovations on a text by changing ending, series of events, the characters or the setting	SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences	including conjunctions, to signal simple relationships 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
9	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.	RL.1.1, RL.1.2, RL.1.3, 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 Writing about reading suggested activities List or write sentences and opinions about new information learned from a text	SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences	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

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				conjunctions, to signal
10		DI 44 DI 42 DI 42 DE 42 DE 42 DE 42	CI 4 4 CI 4 C	simple relationships
10	W.1.3	RL.1.1, RL.1.2, RL.1.3, RF.1.2 , RF.1.3 , RF.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2 , L.1.4, L.1.6
	Write detailed narratives in which	Ask and answer questions; retell stories;	Collaborative	Demonstrate
	they recount two or more	describe characters, settings and major	conversations;	command of grammar
	appropriately sequenced events.	events in a story; demonstrate an	produce complete	and usage,
	Use temporal words to signal event	understanding of spoken words, syllables	sentences	capitalization,
	order, and provide some sense of	and sounds; decode words; read with		punctuation, and
	closure.	accuracy and fluency		spelling when writing;
				determine or clarify
		Writing about reading suggested activities		the meaning of
		Write or draw about something in the		unknown words; use
		reader's own life when prompted by a text		words and phrases,
				including
				conjunctions, to signal
				simple relationships
11	W.1.3	RL.1.1, RL.1.2, RL.1.3, RF.1.2, RF.1.3, RF.1.4	SL.1.1 , SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
	Write detailed narratives in which		Collaborative	Demonstrate
	they recount two or more	Ask and answer questions; retell stories;	conversations;	command of grammar
	appropriately sequenced events.	describe characters, settings and major	produce complete	and usage,
	Use temporal words to signal event	events in a story; demonstrate an	sentences	capitalization,
	order, and provide some sense of	understanding of spoken words, syllables		punctuation, and
	closure.	and sounds; decode words; read with		spelling when writing;
		accuracy and fluency		determine or clarify
				the meaning of
		Writing about reading suggested activities		unknown words; use
		Reflect both prior knowledge and new		words and phrases,
		knowledge from the text		including
				conjunctions, to signal
				simple relationships

Bend III	: Readers Use Tools to <i>Understand</i> Thei	r Books		
Bend III	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.	RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.4 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 Writing about reading suggested activities Express opinions about a story or poem	SL.1.1, SL.1.2, 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:	L.1.1, L.1.6 Demonstrate command of grammar and usage; use words and phrases, including conjunctions, to signal simple relationships
13	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.1.7 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; Writing about reading suggested activities 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)	with details; produce complete sentences SL.1.1, SL.1.4, SL.1.6 Collaborative conversations; describe people, places, or things with details; produce complete sentences	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

14	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.1.6, RF.1.4 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 Writing about reading suggested activities Recognize and use some aspects of text structure (for example, beginning and ending)	SL.1.1, SL.1.4, SL.1.6 Collaborative conversations; describe people, places, or things with details; produce complete sentences	L.1.1, L.1.6 Demonstrate command of grammar and usage; use words and phrases, including conjunctions, to signal simple relationships
15	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.1.7 , 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 with accuracy and fluency Writing about reading suggested activities Differentiate between informational and fiction texts	SL.1.1, SL.1.4, SL.1.6 Collaborative conversations; describe people, places, or things with details; produce complete sentences	L.1.1, L.1.4, 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

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

18	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.	RL.1.2, RF.1.3, RF.1.4 Retell stories; decode words; read with accuracy and fluency Writing about reading suggested activities Use specific vocabulary to write about text (author, illustrator, cover, title character, problem, events)	SL.1.1, SL.1.6 Collaborative conversations; produce complete sentences	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
Read Aloud	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.	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 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;	SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 Collaborative conversations; ask and answer questions about key text details; gather information	conjunctions, to signal simple relationships 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
		demonstrate understanding of the organization and basic features of print, spoken words, syllables and sounds; decode words; read with accuracy and fluency Writing about reading suggested activities Create texts that have some of the characteristics of published texts (cover, title, author, illustrator, illustrations,	or clarify something that is not understood; describe people, places, or things with details; produce complete sentences	words and phrases, including conjunctions, to signal simple relationships

		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, RL.1.10, RF.1.1, 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; 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 Writing about reading suggested activities Sometimes borrow the style of some language from a writer	SL.1.1, SL.1.4, SL.1.6 Collaborative conversations; describe people, places, or things with details; produce complete sentences	L.1.1, L.1.2, L.1.4, L.1.5, 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