

Grade 1 Reading

Diary map is based on the 2015-2016 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. - May	Poetry How does reading and listening to poetry help us become better readers and writers?	Poetry -Fluency -Word Families -Base Words -Inflectional Endings -Compound Words	Poetry -Demonstrate an understanding of word structures within text -Apply knowledge of skills to other forms of text -Visualize to create meaning -Increase fluency	Poetry Discussion -Whole group -Small group Observation	Poetry - <i>Sing a Song of Poetry</i> by Gay Su Pinnell & Irene C. Fountas -Teacher created poems	Poetry -SMART Board
Aug.	Launching Reading Workshop What does reading workshop look like and sound like?	Launching Reading Workshop -Structure and routines -Community of readers Components: -Mini-Lesson -Centers -Conference -Share Time	Launching Reading Workshop -Apply the understanding of read to self, teacher table, writing about reading, listening to reading and word work -Demonstrate what it means to be a good listener and show respect -Show confidence and a love of reading -Identify why we read and ways to read -Demonstrate turning and talking -Demonstrate taking care of materials	Launching Reading Workshop Discussion -Whole group -Small group Observation	Launching Reading Workshop - <i>A Curricular Plan for The Reading Workshop Grade 1</i> by Lucy Calkins - <i>Month-by-Month Reading Instruction for the Differentiated Classroom</i> by Maria P. Walther and Katherine A. Phillips - <i>The Café Book</i> by Gail Boushey and Joan Moser - <i>The Daily Five</i> by Gail Boushey and Joan Moser	Launching Reading Workshop -SMART Board -iPads
Sept. - Oct.	Stories in Our Lives How do I get ready to read? What is the predictable structure of a story? What strategies do good readers use?	Stories in Our Lives -Habits of good readers -Predictable Structure -Reading strategies -Connections/Thinking	Stories in Our Lives -Practice focus, goal settings, visualizing and predicting -Identify beginning, middle and end -Identify story elements -Identify main idea and details -Model an understanding	Stories in Our Lives Discussion -Whole group -Small group Observation -Conferencing -Turn and talk Writing About Reading	Stories in Our Lives - <i>A Curricular Plan for The Reading Workshop Grade 1</i> by Lucy Calkins - <i>Month-by-Month Reading Instruction for the Differentiated Classroom</i> by Maria P. Walther and Katherine A.	Stories in Our Lives -SMART Board -iPads

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	How do readers make connections to the text?		of decoding strategies -Demonstrate thinking before, during, and after reading	-Composition notebook	Phillips <i>-The Café Book</i> by Gail Boushey and Joan Moser <i>-The Daily Five</i> by Gail Boushey and Joan Moser	
Nov. – Dec.	Learning and Teaching About Our World How can I maximize my learning from the non-fiction books that I read? How can I interact with non-fiction text? How can I use multiple books on the same topic to compare and contrast information?	Learning and Teaching About Our World -Comprehension -Compare and contrast	Learning and Teaching About Our World -Demonstrate understanding by leaving tracks of thinking when reading, listening, or viewing -Demonstrate understanding of the difference between retelling and thinking about the text -Share thinking -Notice the text and visual features and understand they have a purpose -Use text features to gain information -Identify the similarities and the differences between adventures and experiences of characters	Learning and Teaching About Our World Discussion -Whole group -Small group Observation -Conferencing -Turn and talk Writing About Reading -Composition notebook	Learning and Teaching About Our World <i>-Primary Comprehension Toolkit</i> by Stephanie Harvey and Ann Goudvis	Learning and Teaching About Our World -SMART Board -iPads
Jan. – Feb.	Brave, Bold Leaders How can we be great leaders in our classroom, school and community? What makes a great leader?	Brave, Bold Leaders -Habits of good readers -Predictable Structure -Reading strategies -Connections/Thinking -Comprehension -Compare and contrast -Characterization	Brave, Bold Leaders -Demonstrate understanding of George Washington, Abraham Lincoln, Rosa Parks, Ruby Bridges, and Martin Luther King Jr. -Identify characteristics	Brave, Bold Leaders Discussion -Whole group -Small group Observation -Conferencing -Turn and talk	Brave, Bold Leaders <i>-A Curricular Plan for The Reading Workshop Grade 1</i> by Lucy Calkins <i>-Month-by-Month Reading Instruction for the Differentiated</i>	Brave, Bold Leaders -SMART Board -iPads

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	<p>Why do we need leaders?</p> <p>What does a fluent reader sound like?</p>	<p>-Infer</p> <p>-Visualization</p>	<p>-Demonstrate understanding by leaving tracks of thinking when reading, listening, or viewing</p> <p>-Notice the text and visual features and understand they have a purpose</p>	<p>Writing About Reading</p> <p>-Composition notebook</p> <p>-Shared Research Project</p>	<p><i>Classroom</i> by Maria P. Walther and Katherine A. Phillips</p> <p><i>-The Café Book</i> by Gail Boushey and Joan Moser</p> <p><i>-The Daily Five</i> by Gail Boushey and Joan Moser</p>	
March	<p>Learning and Teaching About Our World II</p> <p>How can I maximize my learning from the non-fiction books that I read?</p> <p>How can I interact with non-fiction text?</p> <p>How can I use multiple books on the same topic to compare and contrast information?</p>	<p>Learning and Teaching About Our World II</p> <p>-Kinds: desert, arctic, ocean, rainforest</p> <p>-Characteristics</p> <p>-Animals</p> <p>-Summarize</p> <p>-Synthesis</p>	<p>Learning and Teaching About Our World II</p> <p>-Summarize information about a topic</p> <p>-Create an appropriate summary using reading, writing, and thinking strategies</p>	<p>Learning and Teaching About Our World II</p> <p>Discussion</p> <p>-Whole group</p> <p>-Small group</p> <p>Observation</p> <p>-Conferencing</p> <p>-Turn and talk</p> <p>Writing About Reading</p> <p>-Composition notebook</p> <p>-Shared Research Project</p>	<p>Learning and Teaching About Our World II</p> <p><i>-Primary Comprehension Toolkit</i> by Stephanie Harvey and Ann Goudvis</p>	<p>Learning and Teaching About Our World II</p> <p>-SMART Board</p> <p>-iPads</p>
April	<p>Investigating Our World Through Different Lenses</p> <p>How can I maximize my learning from the non-fiction books that I read?</p> <p>How can I interact with non-fiction text?</p> <p>How can I use multiple books on the same topic to compare and contrast information?</p>	<p>Investigating Our World Through Different Lenses</p> <p>-Sun</p> <p>-Moon</p> <p>-Shadows</p> <p>-Infer</p> <p>-Visualize</p>	<p>Investigating Our World Through Different Lenses</p> <p>-Combine background knowledge with clues from the text to make reasonable inferences</p> <p>-Visualize to facilitate learning by talking, drawing, and recording</p>	<p>Investigating Our World Through Different Lenses</p> <p>Discussion</p> <p>-Whole group</p> <p>-Small group</p> <p>Observation</p> <p>-Conferencing</p> <p>-Turn and talk</p> <p>Writing About Reading</p> <p>-Composition notebook</p> <p>-Shared Project: Moon</p>	<p>Investigating Our World Through Different Lenses</p> <p><i>-Primary Comprehension Toolkit</i> by Stephanie Harvey and Ann Goudvis</p> <p><i>-Sun, Moon, and Stars Big Book</i></p> <p><i>-Moon In My Room</i> by Uncle Milton</p> <p><i>-Sun, Moon, and Earth Model</i></p>	<p>Investigating Our World Through Different Lenses</p> <p>-SMART Board</p> <p>-iPads</p>

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				Phases		
May	<p>Investigating Our World Through Different Lenses How can I maximize my learning from the non-fiction books that I read?</p> <p>How can I interact with non-fiction text?</p> <p>How can I use multiple books on the same topic to compare and contrast information?</p>	<p>Investigating Our World Through Different Lenses -Water cycle: air, sun, clouds, storms -Determine importance</p>	<p>Investigating Our World Through Different Lenses -Describe the water cycle: evaporation, condensation, and precipitation -Shape information into their own words -Share information to better remember</p>	<p>Investigating Our World Through Different Lenses Discussion -Whole group -Small group</p> <p>Observation -Conferencing -Turn and talk</p> <p>Writing About Reading -Composition notebook</p>	<p>Investigating Our World Through Different Lenses -<i>Primary Comprehension Toolkit</i> by Stephanie Harvey and Ann Goudvis</p>	<p>Investigating Our World Through Different Lenses -SMART Board -iPads</p>