

Grade 1 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 1		
Unit of Study	Unit 3: Learning About the World: Reading Nonfiction (Book 2)/Nonfiction Chapter Books (Book 2)		
Pacing	<p>December-Mid January</p> <p>This content unfold over 18 & 21 sessions each, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.f Read words with inflectional endings.</p> <p>RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4: Read with sufficient accuracy and fluency to support comprehension.</p>			
Reading <u>Literature and Informational</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<p>RI.1.2 Identify main topic, key details</p> <p>RI.1.4 Ask/answer questions to determine meaning of words</p> <p>RI.1.5 Text features to find information</p> <p>RI.1.6 Information from words and illustrations</p> <p>RI.1.7</p>	<p>W.1.2 Informative texts, state topic, supply facts, closure</p> <p>W.1.5 Focus on topic, respond to questions and suggestions, add details</p> <p>W.1.8 Recall experiences or gather information</p>	<p>SL.1.1 Participate in collaborative conversations with peers and adults</p> <p>SL.1.5 Use drawing, visuals to add information</p> <p>SL.1.6 Produce complete sentences</p>	<p>L.1.1 Demonstrate command of the conventions of standard English when writing or speaking</p> <p>L.1.2 Demonstrate command of conventions of standard English capitalization, punctuation, spelling when writing</p>

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<p>Use illustrations and details to describe key ideas</p> <p>RI.1.9* Similarities/differences between two texts on same topic *Standard addressed in shared reading; see shared reading section below.</p>			
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How do nonfiction readers learn from the text? 2. When a nonfiction reader comes to a tricky word, how can they solve it? 3. How can you tell that a reader is fluently reading and comprehending what they are reading? 		<ol style="list-style-type: none"> 1. Nonfiction readers learn by taking a sneak peek before reading. They use pictures and linger on a page to find more details and information. Students create images in their mind to think about the information, and make sure that they understand what the whole book is teaching them before moving on to a new book. 2. Nonfiction readers are persistent when they get stuck on hard words. They can look at the beginning, middle and end of a word to blend the parts together. Readers slow down to check to see if a word looks right and reread to make sense. They also think about what new words mean. Readers use keywords to think and talk about information. 3. When a reader is fluent and understands the text that they are reading they are able to read the text with expression and dramatic body movements. A reader is able to question and think out loud. They can also check their own comprehension, 	

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<p>4. How do nonfiction writers teach their readers?</p>	<p>notice craft moves and text structure to help understand the topic.</p> <p>4. Nonfiction writers starts by choosing a topic, planning across their fingers, and sketching detailed pictures. Nonfiction writers answer reader’s questions, and include details and facts in pictures and words. Writers put different information across pages through chapters that include how-to pages, stories, introductions, and conclusions. Writers conduct research and include domain-specific words.</p>
Unit Summary	
Reading Bends	Writing Bends
<p>Bend 1: Bend one focuses on teaching students to integrate multiple sources-print, syntax, meaning. Comprehension strategies are explicitly taught through modeling what the strategy is, when to use it, how to use it, and why to use it. Partners help each other to plan for reading while thinking and talking about informational books. This bend wraps up with a celebration of students talking about what they have been reading and the interesting new information they are learning.</p> <p>Bend 2: In bend two, students build on their strategies for solving hard word as they encounter increasingly complex, multisyllabic words. Students learn how to use sources of information and word-solving strategies to figure out the meaning of a new word. They will learn how to read nonfiction texts with more emphasis and proper intonation. This helps to develop fluency as well as comprehension.</p> <p>Bend 3: In bend three, students will plan a nonfiction read aloud for a group of kindergarteners. They will learn to pause and think aloud, and to ask</p>	<p>Bend 1: In bend one, students learn to write nonfiction picture books, revisiting those texts repeatedly, and revising them independently. Throughout the bend, students will self-assess against the informational writing checklist, building the habit of reflection and goal-setting. You will produce several class books to model strategies and serve as a touchstone of this teaching, as well as use the mentor text, <i>Sharks!</i></p> <p>Bend 2: In bend two, students will progress towards writing chapter books, working on structuring their texts, and revising their work. Time dedicated to each piece will increase from one or two days to three or four. The second bend will introduce elements such as how-to pages, stories, introductions, and conclusions as well as new ways to elaborate: comparisons, examples, and elements of persuasion.</p> <p>Bend 3: In bend three, students will write chapter books with increasing speed and independence. This bend will take all they have learned and set goals to write new chapter books. There will be opportunities to research their topics by studying photographs and asking questions. Lessons around craft and punctuation will add flourish to their</p>

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<p>questions. This project will encourage students to reread and work on fluency, as well as support comprehension. Students will learn various ways to reread text which will help them notice craft moves, text structure, monitor for meaning and determine importance. The unit will close with a celebration in which a group of kindergarteners come to celebrate with the class.</p>	<p>powerful writing culminating in a celebration where students share their favorite book with an audience.</p>
Teaching Points	
Reading	Writing
<p>Bend I</p> <ol style="list-style-type: none"> 1. Taking a sneak peek at a topic helps you learn stuff before you begin reading 2. Reading each page and thinking “what can I learn from this page...” 3. Talking about a book with a friend helps to make you really smart about that topic 4. Remembering all that a book has taught you by asking “what have I learned about this topic?” 5. Making your voice sound smooth and lively-reading with fluency 6. Having a book party: talking about books, sharing important information and asking questions about your books <p>Bend II</p> <ol style="list-style-type: none"> 7. Using every strategy you know to figure out hard words 8. Crashing parts of long parts of words together to figure out what makes sense 9. Slowly checking to see if words look right and make sense by running your finger 	<p>Bend I</p> <ol style="list-style-type: none"> 1. Getting ready for writing may include teaching all about a topic by organizing information across our fingers 2. Telling information across your fingers and then sketching what you would write on each page 3. Keeping readers in mind, thinking about who you are teaching and answering their questions 4. Guided inquiry: How are the illustrations in an information book different than illustrations in most picture books? 5. Using fancy words in your writing and figuring out how to spell them. 6. Finding places that do not make sense and revising 7. Guided inquiry: What have I already learned to do as a writer of books? What do I still need to work on? 8. Reread to check spelling, capitals and punctuation

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<p>slowly under it</p> <ol style="list-style-type: none"> 10. Stopping and asking what a new word means 11. Looking for keywords about your topic 12. Reread pages to find the just-right sound <p>Bend III</p> <ol style="list-style-type: none"> 13. Marking a page that has interesting information worth sharing 14. Making your voice show feelings 15. Rereading like a writer and noticing words that make a beautiful picture in your mind or create a reaction 16. Pointing out key words you have learned so you can teach them to others 17. Using your body to bring a book to life 18. Celebration 	<p>Bend II</p> <ol style="list-style-type: none"> 9. Guided inquiry: Anne Schreiber’s book <i>Sharks!</i> is longer than the books you have all been writing so far. What did Anne do that we could try as we get started writing really long chapter books?” 10. Telling your story, subtopics, across your fingers helps to plan out the chapters 11. Using comparisons helps paint a picture about a fact (detail) 12. Making sure your “kind of writing” follows the rules of that kind of writing 13. Draw on everything learned about stories 14. Adding an introduction and conclusion 15. Pretending to be a reader and looking for mistakes or confusing parts to fix <p>Bend III</p> <ol style="list-style-type: none"> 16. Studying tools around you (charts, books) to plan for new chapters 17. Using pictures to give information about a topic 18. Using punctuation to add voice to your writing 19. Adding pop-out words and speech bubbles to make information you are teaching stand out 20. Editing 21. Celebration
Word Study Topics	
<p>Unit 5 (1 week)*:</p> <ul style="list-style-type: none"> ● Glued sounds am, an ● Reading with accuracy and prosody ● Proofreading ● High frequency words: from, have, do, does ● Sample words: ham, can, fan <p>Unit 6 (3 weeks)*:</p> <ul style="list-style-type: none"> ● Base word and suffix with the suffix -s 	

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- Pluralization
- Narrative fiction vs. informational books
- Reading with accuracy and prosody
- High frequency trick words: were, are, who, what, when, where, there, here
Sample words: hills, bugs, chills

Unit 7 (1 week of 3)*:

- Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk
- Blending and reading words with ng or nk
- Segmenting and spelling words with ng or nk
- Narrative fiction vs. informational books
- Reading with fluency and prosody
- High frequency trick words: why, by, my, try, put, two, too, very, also, some, come
- Sample words: bang, bank, pink, chunks

[Foundations Unit Test Scoring Guidelines](#)

Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

*Units referenced come from Foundations Program.

For additional sample words refer to the unit resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, review and current unit trick words, review and current unit words/nonsense words, and unit dictation sentences.

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

[Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments](#)

**See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

Smarter Balanced Assessment Resources

The following link will provide rubrics, student checklists and Writing Portfolio Guides with anchor sets to use in the holistic scoring of narrative, opinion, and informational writing:

[CT Writing Portfolio Resources for Grades K-2](#)

The [Style Guide](#), which aligns with the expectations of Smarter Balanced Assessments, will support the creation of unit- and standard-aligned items for instructional use.

Pre/Post Assessment

Interim Assessment

Additional Evidence of

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		Learning
<ul style="list-style-type: none"> ● Foundations unit test ● High-frequency word lists <p>Reading: Concepts of Print</p> <p>Pre/Post assessment:</p> <ul style="list-style-type: none"> ● Running Records (including Checklist of Reading Behaviors)* pay particular attention to how their reading fluency is progressing (as they move into levels F, G & beyond) taking notes on the following questions: <ol style="list-style-type: none"> 1. <i>Does the child still point under words:</i> 2. <i>Does the child pause often to solve many words, with little or no automaticity?</i> 3. <i>Does the child read only one or two words at a time, rarely scooping words into meaningful phrases?</i> <p>Pre-assessment: You may want to find out what your readers already know about non-fiction reading by doing an informal assessment during a read-aloud. Chose a book of high interest that is at grade level text complexity). Have students turn and talk as you prompt them with key skills/strategies from the unit such as: main idea, word solving, vocabulary).</p>	<ul style="list-style-type: none"> ● Running Records (Checklist of Reading Behaviors)* ● WPM rate chart ● Information Writing Learning Progression* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within unit <p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observations of small and whole group ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet <p>Writing:</p> <ul style="list-style-type: none"> ● Conferring notes ● Conferring Scenarios Information Writing* ● Observations of small and whole group ● Student work: One or more student work samples for each writing session* ● Information Writing Checklist, Grade 1

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<p>Post-assessment: During conferring have students read a non-fiction book at his or her just right level. Ask questions about main idea, word solving and vocabulary.</p> <p>Writing:</p> <ul style="list-style-type: none"> ● Information Writing On-Demand Performance Assessment Prompt* ● Information Writing Rubric* ● Information Writing Checklist, Grade 1* ● Information Learning Progression, PreK-6* ● Student Writing Samples, 1st Grade* 		
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The Reading and writing workshop model is a researched-based instructional model:</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> ● The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link ● The Architecture of a Conference and small group work: mid-workshop teaching ● Share/whole group processing ● Setting up and Provisioning the Reading Workshop <p>The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
<p>Anchor Charts</p> <p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>		

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Reading	Writing
<p>How to Get Super Smart About Nonfiction Topics Color / B&W</p> <p>Good Habits for Solving Hard Words Color / B&W</p> <p>How to Read Aloud Like an Expert Color / B&W</p> <p>"How Can I Teach My Readers?" anchor chart (from Grade 1 Unit 2 of the Units of Study for Writing)</p> <p>Welded Sounds Poster (Foundations)</p>	<p>How to Write a Teaching Book Color / B&W</p> <p>How Can I Teach My Readers? Color / B&W</p> <p>Ways to Spell Words Color / B&W</p>
<p>Instructional Moves</p> <p>Taberski, Sharon D.; Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>	
Possible Student Challenges	Teacher Moves
<p>Have students read grade-appropriate irregularly spelled words:</p>	<ol style="list-style-type: none"> 1. Post grade-level-appropriate words in the classroom. Practice both reading and spelling these words. 2. Confer with students or work in a small group, having them read orally, and note when they read aloud if they recognize and accurately read irregularly spelled words.
<p>Have students read with sufficient accuracy and fluency to support comprehension:</p>	<ol style="list-style-type: none"> 1. Offer numerous opportunities for students to read orally. This may be reading with a partner, reading in small-group situations, or reading aloud in class. Select or have students select a passage to memorize and recite from fiction but also find narrative nonfiction and informational texts so students can practice oral, fluent reading while pronouncing content-specific vocabulary. 2. Provide “buddy time” for oral reading with students in another grade level. Read aloud from a shared text (either in a small-group setting, with one student, or with

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	the whole class) and have students follow along, tracking if necessary.
Have students read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings:	<ol style="list-style-type: none"> 1. Model for students how to read prose and poetry orally. Choose a difficult piece of text and read through once. Discuss what you noticed about your reading and what you will do differently in the next reading. Have students listen for how your reading improves—especially
Develop students' ability to determine "what the text says explicitly, "refer to details and examples in a text," and "quote accurately from a text":	<ol style="list-style-type: none"> 1. Provide students with a copy of a sample text and circulate, coaching as they highlight specific details and annotate their thinking. Remind them to "say what it says"—not what they think it means. 2. Photocopy and distribute short pieces of text and highlighter markers, and instruct students to highlight sections of the text to show where questions you pose are answered explicitly (or literally). Compare findings as a class. 3. Using whiteboards, have students highlight quotes from a text to use as evidence when explaining.
Teach students how to ask and answer questions about key details from the text:	<ol style="list-style-type: none"> 1. Model asking questions about a text by writing questions on chart paper or annotating in the margins when using a whiteboard. Try to ask more analytical (how, why) questions than literal (who, what, where, when) questions. 2. Elaborate on what led you to ask a question. When reading a book about beavers, you might say, "Whenever I see a picture of a beaver, they're chewing on a tree branch. I wonder why they do this?" This will help students recognize that a question is typically an extension of something we already know. 3. Demonstrate how the answers to many of their questions can be found in the text. If the text is on a chart or in a big book, mark the answers to questions with sticky notes or highlighting tape, calling attention to

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	the exact words that help answer a question.
Have students identify the main topic of an informational text and recall key supporting details:	<ol style="list-style-type: none"> 1. Help students understand that by attending to the title and the front and back cover illustrations, readers can get a general sense of what a text is about. 2. Direct students to pay close attention to section titles, words in bold, and illustrations before, during, and after they read. 3. Help students identify words that are repeated frequently, since these often refer to the key details the author wants readers to know.
Help students describe how individuals, events, ideas, and pieces of information relate to one another:	<ol style="list-style-type: none"> 1. Select a portion of a text and model how you absorb each sentence, noticing when two things connect in a particularly striking, important way. (For example, in a book about rainforest animals, you might note the connection between a parrot's brightly colored feathers, camouflage, and the concept of predator/prey. In a biography of Jackie Robinson, Robinson and the owner of the Brooklyn Dodgers, Branch Rickey, have a significant connection because Rickey dared to break the Major League Baseball color barrier by allowing Robinson to play.) 2. Help students identify language that lets them know two pieces of information, ideas, concepts, or events are being compared (but, however, in contrast, versus). Likewise, help them identify words that signal the information is organized in a sequence (first, next, and then).
Mentor, Demonstration, Read-aloud, Shared Texts	
Reading	Writing
Demonstration Texts <i>*Hang On, Monkey!</i> by Susan B. Neuman <i>I Want to Be a Doctor</i> by Dan Leibman <i>*Sharks!</i> by Anne Scheiber	Demonstration Texts <i>*Sharks!</i> by Anne Schreiber <i>Animal Families</i> by DK Publishing <i>Star Wars: Spaceships</i> by Scholastic <i>Trucks</i> by Wil Mara <i>*Night of the Veggie Monster</i> by George
Read-Aloud and Shared Reading Texts	

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<p><i>I Want to Be a Doctor</i> by Dan Leibman <i>*Owls</i> by Mary R. Dunn <i>Eagle Flight</i> by Georgia Heard <i>Migration</i> by Georgia Heard</p> <p>Suggested Texts and Resources <i>A Day at the Firehouse</i> by Giovanni Caviezel Tuti's <i>Play</i> by Jan Reynolds Video clip from Wild Kratts from PBS</p>	<p>McClements</p> <p>Suggested Texts and Resources <i>Bugs, Bugs, Bugs</i> by Jennifer Dussling <i>My Football Book</i> by Gail Gibbons <i>Star Wars: R2-D2 and Friends</i> by Simon Beecroft <i>The Story of Chocolate</i> by Caryn Jenner <i>Invaders from Outer Space</i> by Phillip Brooks</p> <p>Suggested Authors of Children's Books Gail Gibbons</p>
Read-Aloud & Shared Reading	
<p>"Readers TALK About Books" anchor chart</p> <p>Read Aloud Prompts for Super Storms Color / B&W</p> <p><i>I Want to Be a Doctor</i> by Dan Leibman <i>Owls</i> by Mary R. Dunn <i>Eagle Flight</i> by Georgia Heard <i>Migration</i> by Georgia Heard</p> <p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
add brave chatting	base word fancy words/domain specific vocabulary glued/welded sound

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comparison conclusion craft details drama editing expression fact fluency images interesting intonation introduction key words keywords lively organize pluralization/plural research sketch stress study subtract topic vary	suffix -s how-to writing, persuasive writing, stories (narrative) nonfiction pop-out words speech bubbles spelling table of contents
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Suggestions for Differentiation, Scaffolding and Intervention

[CT Dept. of Education Evidence-based Practice Guides](#) – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”

Use individual student performance data to inform intervention in small group and conferring work.

Effective Intervention Strategies for Teachers:

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use graphic organizers and class created posters
- Provide feedback
- Use hands-on, non-linguistic representations

Meeting Students Needs Through Scaffolding:

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle

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- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

Supporting Struggling Readers:

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge

Interdisciplinary Connections

Social Studies Grade 1 Topic - Society and Ourselves; consider opportunities for students to read texts

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that address or compare family, school, and community to explore perspectives from the past and today.

1st grade Next Generation Science topics:

Waves: Light and Sound

Structure, Function, and Information Processing

Space Systems: Patterns and Cycles

Consider opportunities for students to read and write on these topics

[TC List of Level A-L/M Non-fiction Science books by level](#)