Common Core State Standards
1st Grade

English Language Arts
Mathematics
Curriculum Maps

DRAFT
| Literature & Informational | RL.1  Ask and answer questions about key details in a text.  
RL.2  Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
Readers retell and include key details to understand stories.  
- What do we include to retell a story?  
Readers explain the central message (main idea) or lesson to understand the story.  
- How does retelling help us?  
RL.10  With prompting and support, read prose and poetry of appropriate complexity for grade 1.  
RI.1  Ask and answer questions about key details in a text.  
RI.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
RI.10  With prompting and support, read informational texts appropriately complex for grade 1. |
| Writing & Language | W.3  Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  
W.8  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
L.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
- Print all upper- and lowercase letters.  
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.).  
L.2  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
- Capitalize dates and names of people.  
- Use end punctuation for sentences.  
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  
L.5  With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). |
| Foundational & Speaking and Listening | RF.1  Demonstrate understanding of the organization and basic features of print.  
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  
Readers know how print is organized in a text. (first word, capitalization, ending punctuation)  
- Why is it important to know which is the first word of the sentence?  
- Which word(s) are capitalized in a sentence?  
- How do you end a sentence?  
RF.2  Demonstrate understanding of spoken words, syllables, and sounds (phonemes)  
- Distinguish long from short vowel sounds in spoken single-syllable words.  
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF.4  Read with sufficient accuracy and fluency to support comprehension.  
- Read on-level text with purpose and understanding.  
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary  
SL.1  Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
SL.2  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
SL.4  Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6  Produce complete sentences when appropriate to task and situation.  
SL.3  Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
SL.5  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
## 1st Grade - August/September

### Rationale for Standards Placement

These standards were chosen because of the fundamental capacity they hold. We wanted to start with these literature standards because these are ones that are familiar for both the teachers and the students as they begin the year. You will see many of these standards resurface throughout the curriculum map so that they can serve as building pieces and the rigor can increase as you move through the year. The speaking and listening skills are reoccurring as well since they lend themselves to developing the community of listeners and learners within your classroom. An emphasis is on retelling stories with key details to understand the central message or lesson. Understanding how print is organized is also important to establish. *All literature and informational standards are meant to support the writing indicators selected for the month.*

### Reading Mini-Lesson or Guided Reading Notes

**Literature**
- Retell Stories: B-M-E (old Jan handbook, page 81/Next Step in Guided Reading, page 22)
- The Primary Comprehension Toolkit K-2 (Book 1), page 4

**Character Traits**
- Start character traits (old Jan handbook, page 143/Next Step in Guided Reading, page 228-229).
- Introduce one trait per week throughout the year, using a book or book character to enhance children’s understanding of the concept.

**Informational**
- During reading of informational books, prompt with questions to recall information.

### Reading Foundational Skills

- From a shared reading text, take a sentence and write it on a sentence strip and then cut it apart to model words. (See Next Step in Guided Reading, page 70.)
- Phonics - Grade 1 (Fountas & Pinnell), page 79, 83
- Literacy by Design Resources

### Writing

**Calkins’ Writers’ Workshop ~ Launching/Small Moments**
- Procedures – begin with three page booklets, not individual pages
- Need to have several examples of your own writing for demonstration purposes
- Teach the writer, not the writing
- BME
- Choosing topics
- Important to touch the pages as they tell their story, then sketch pictures, then write words (We think, we draw, we write)
- Add thoughts, feelings, dialogue
- Use authors to demonstrate small moments (Kevin Henkes *Box of Treats, Roller Coaster, Fireflies, Night of the Veggie Monster, Owl Moon, Those Shoes*)

**Other Mini-lesson Ideas**
- Teaching the Youngest Writers (Marcia Freeman), page 112

### Resources

- **The Kissing Hand**, Audrey Penn
- **Wemberly Worried**, Kevin Henkes
- **Koala Lou**, Mem Fox
- **Hero Cat**, Spinelli
- **Sheila Ray the Brave**, Henkes
- **Stand Tall, Molly Lou Melon**, Patty Lovell
- **Recess Queen**, Alexis O’Neill
- **Chrysanthemum**, Kevin Henkes
- **Leo the Late Bloomer**, Robert Kraus
- [chartchums.wordpress.com](http://chartchums.wordpress.com) (google “chartchums”) Great ideas for charts to use in Writers’ Workshop
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<thead>
<tr>
<th>Literature &amp; Informational</th>
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| **RL.3** Describe characters, settings, and major events in a story, using key details.  
**Readers tell about the characters, setting, events, and key details in a story to understand and remember a story.**  
- Why do you retell a story?  
- What do you include when you retell a story?  
**RL.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  
**RL.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
**RL.6** Identify who is telling the story at various points in a text.  
**RL.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.  
**RI.1** Ask and answer questions about key details in a text.  
**RI.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
**RI.10** With prompting and support, read informational texts appropriately complex for grade 1. |

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| **W.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  
**W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question  
**L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
- b. Use common, proper, and possessive nouns.  
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)  
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home. Today I walk home. Tomorrow I will walk home.)  
**L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  
**L.6** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

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<th>Foundational &amp; Speaking and Listening</th>
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| **RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
**Readers know that words are made of syllables and sounds.**  
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
**RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.  
- a. Know the spelling-sound correspondences for common consonant digraphs.  
- b. Decode regularly spelled one-syllable words.  
- f. Read words with inflectional endings.  
- g. Recognize and read grade-appropriate irregularly spelled words.  
**RF.4** Read with sufficient accuracy and fluency to support comprehension.  
**SL.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
**SL.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
**SL.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
**SL.6** Produce complete sentences when appropriate to task and situation  
**SL.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
**SL.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
The focus for this month is to take the beginning of the year literature skills with an emphasis on digging a little deeper. We chose to start explaining the differences between text types to prepare students for the emphasis of nonfiction coming up in the next month. An increased awareness of phonics and word analysis skills are presented to help students with self-sufficiency in both reading and writing. *All literature and informational standards are meant to support the writing indicators selected for the month.*

**Reading**

- **Mini-Lesson or Guided Reading Notes**
  - **Literature**
    - Retell Stories: 5 Finger Retell (old Jan handbook, p. 81/Next Step in Guided Reading, p. 172)
    - Literacy by Design (Comprehensive Teacher’s Guide), pgs. 404-405, 456-457
    - Begin charting differences between fiction and nonfiction.
  - **Character Traits**
    - Start character traits (old Jan handbook, p. 143/Next Step in Guided Reading, p. 228-229).
    - Introduce one trait per week throughout the year, using a book or book character to enhance children’s understanding of the concept.
  - **Informational**
    - During reading of informational books, prompt with questions to recall information.
    - The Primary Comprehension Toolkit K-2 (Book 3), p. 36

- **Reading Foundational Skills**
  - From a shared reading text, take a sentence and write it on a sentence strip and then cut it apart to model words. (See Next Step in Guided Reading, p. 70.)
  - Phonics - Grade 1 (Fountas & Pinnell),
  - Literacy by Design Resources
  - Word Matters

- **Jan Richardson: Language**
  - For language standards, consult your Literacy By Design: South Carolina Transition to the Common Core State Standards, A Correlation
  - Nouns: Literacy by Design (Comprehensive Teacher’s Guide), pgs. 180, 183, 191, 217, 225, 249
  - Pronouns: Literacy by Design (Comprehensive Teacher’s Guide), pgs. 257, 323, 349
  - Verb Tenses: Literacy by Design (Comprehensive Teacher’s Guide), pgs. 40, 283, 291, 315
  - Conventional Spelling: Literacy by Design (Comprehensive Teacher’s Guide), throughout
  - Root Words/Endings: Phonics – Grade 1 (F & P), p. 389 & 393

**Writing**

- **Calkins’ Writers’ Workshop ~ Authors as Mentors: Craftsmanship and Revision**
  - Choose strong authors such as Kevin Henkes, Mo Willems, Donald Crews, Ezra Jack Keats, Angela Johnson
  - What do we see? What do we call it? Why would we use it? Who else tried it? (Referring to mentor texts and student writing)
  - Revision makes your writing better/adds clarity (not editing). Relive the story as you write, imagine the story unfolding.
  - For example, setting, actions, dialogue. Show, not tell.
  - Revision with colored pens.

- **Other Mini-lesson Ideas**
  - Teaching the Youngest Writers (Marcia Freeman) p. 122

**Resources**
| Literature & Informational | RL.9 Compare and contrast the adventures and experiences of characters in stories.  
RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.  
RI.2 Identify the main topic and retell key details of a text.  
**Readers identify the main topic and retell key details to understand the text.**  
- How does knowing the main topic in a nonfiction text help you?  
- What helps you remember new information in a nonfiction book?  
RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  
RI.8 Identify the reasons and author gives to support points in a text.  
RI.10 With prompting and support, read informational texts appropriately complex for grade 1. |
| Writing & Language | W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  
W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  
W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  
h. Use determiners (e.g., articles, demonstratives)  
i. Use frequently occurring prepositions (e.g., during, beyond, toward).  
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
c. Use commas in dates and to separate single words in a sentence.  
L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. (e.g., because). |
| Foundational & Speaking and Listening | RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
a. Distinguish long from short vowel sounds in single-syllable words.  
**Readers know that words are made of syllables and sounds.**  
- Why do we need to know the difference between long and short vowel sounds?  
c. Know final –e and common vowel team conventions for representing long vowel sounds.  
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
e. Decode two-syllable words following basic patterns by breaking the words into syllables.  
RF.4 Read with sufficient accuracy and fluency to support comprehension.  
SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6 Produce complete sentences when appropriate to task and situation  
SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
# 1st Grade - November/December

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<thead>
<tr>
<th>Rationale for Standards Placement</th>
<th>After building a base with literature we chose these standards in an effort to start building a similar base with informational texts. The language standards correlate with the writing focus for the month in order for them to build on the writing standards. The foundational skills dig deeper into decoding and word analysis. <em>All literature and informational standards are meant to support the writing indicators selected for the month.</em></th>
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| Literature | • Retell Stories: 5 Finger Retell (old Jan handbook, p.81/Next Step in Guided Reading, p.172)  
Character Traits  
• Start character traits (old Jan handbook, p.143/Next Step in Guided Reading, pgs.228-229).  
• Introduce one trait per week throughout the year, using a book or book character to enhance children’s understanding of the concept.  
• Use character traits to compare and contrast characters, along with their adventures and experiences (ex: Koala Lou and Koala Claws, or Sheila Ray the Brave and Wemberly Worried).  
Informational  
• During reading of informational books, prompt with questions to recall information.  
• The Primary Comprehension Toolkit K-2 (Book 3), p. 50  
• Using the table of contents page, have students select a topic that sounds interesting to them, and ask students what page they would find that topic. Have them share that idea with their partner. Use this activity to highlight how the key details support the main topic.  
• Two Column Notes using Main Idea/Details (Next Step in Guided Reading, pgs.218-219)  
• STP – Whole Class Strategy (old Jan handbook, page 97/Next Step in Guided Reading, p. 160) and Primary Comprehension Toolkit K-2 (Bk. 5), p.16  
• RAN Strategy – Reality Checks (Tony Stead), p.17 |
| Reading Mini-Lesson or Guided Reading Notes | Reading Foundational Skills  
• Phonics - Grade 1 (Fountas & Pinnell),  
• Literacy by Design Resources  
• Word Matters  
• Jan Richardson |
| Writing | Calkins’ Writers’ Workshop ~ Persuasive Reviews  
• Pieces should include  
  *Introducing the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, provide closure  
• Mentor texts: Click Clack Moo, Earrings, Pigeon... books, A Pet for Petunia, I Wanna Iguana, I Wanna New Room  
• Start with a collection of toys and they share opinions about the collection, book reviews kidreviewer.com, restaurant reviews, etc.  
• Through conversations, students will become more effective in expressing their opinion. Whole class discussions, talking with partners, writing on paper, using pictures.  
Other Mini-lesson Ideas  
• Back Talks – expressing opinions in a whole group setting (old Jan handbook, p. 139)  
• Teaching the Youngest Writers: A Practical Guide (Marcia Freeman), p. 108  
• Is That a Fact? (Stead) p. 163 Persuasive Writing  
• Nonfiction Mentor Texts (Dorfmann & Cappelli), p. 125, Stand Up and Deliver Speeches  
• Nonfiction Mentor Texts (Dorfmann & Cappelli), p. 161, How-To: Writing Recipes, Poems, and Procedures |
| Resources | Have I Got a Book For You! by Melanie Watts |
### 1st Grade - January

#### Literature & Informational

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<tr>
<th>Standard</th>
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<tbody>
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<td>RL.2</td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
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<td>RL.3</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
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<td>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
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<td>RL.6</td>
<td>Identify who is telling the story at various points in a text.</td>
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<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
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<td>RI.5</td>
<td>Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
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<td>RI.7</td>
<td>Use the illustrations and details in a text to describe its key ideas. <strong>Readers use illustrations and details to identify the key idea(s) in a text.</strong></td>
</tr>
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<td>RI.4</td>
<td>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
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#### Writing & Language

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<td>W.3</td>
<td>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
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<td>W.5</td>
<td>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</td>
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<td>W.6</td>
<td>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
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<td>W.8</td>
<td>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
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<td>L.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</td>
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#### Foundational & Speaking and Listening

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<td>RF.4</td>
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<td>SL.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
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<td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
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<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
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<td>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
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### 1st Grade - January

**Rationale for Standards Placement**

Focuses on informational standards are being continued this month so that students are immersed even further into this genre. Text features will be introduced so students can navigate through a text and construct meaning at the same time. Students will analyze and apply authors’ craft for the purpose to show how writers use words and formats to convey thoughts, experiences, and information. *All literature and informational standards are meant to support the writing indicators selected for the month.*

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<td>- Retell Stories: 5 Finger Retell (old Jan handbook, p.81/Next Step in Guided Reading, p.172)</td>
</tr>
<tr>
<td>- Continue working with retell, but take it to a deeper level.</td>
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<tr>
<td>- <em>Literacy by Design</em> (Essential Resource Guide) – pgs.9, 13, 41</td>
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<tr>
<td>Character Traits</td>
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<td>- Continue character traits (old Jan handbook, p.143/Next Step in Guided Reading, pgs. 228-229).</td>
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<td>- Introduce one trait per week throughout the year, using a book or book character to enhance children’s understanding of the concept.</td>
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<td>Informational</td>
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<tr>
<td>- <em>Primary Comprehension Toolkit</em> K-2 (Book 1), pgs.19 &amp; 32</td>
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<tr>
<td>- <em>Reality Checks</em> (Stead), Visual Literacy: Comprehension Beyond Words, p.149</td>
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<td>- <em>Reality Checks</em> (Stead), Deconstruct and Reconstruct, p.33</td>
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<tr>
<td>- <em>Teaching for the Youngest Writers</em> (Freeman), pgs.83-85 Picture-Prompted Writing</td>
</tr>
<tr>
<td>- Display a graph or chart from a big book and demonstrate how to read facts from the chart. Ask questions that can be answered using the graphic text.</td>
</tr>
<tr>
<td>Reading Foundational Skills</td>
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<tr>
<td>- <em>Phonics - Grade 1</em> (Fountas &amp; Pinnell),</td>
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<td>- <em>Literacy by Design Resources</em></td>
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<tr>
<td>Calkins’ Writers’ Workshop</td>
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<tr>
<td>- Continue Persuasive Reviews with revising and editing their pieces</td>
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<th>Resources</th>
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# 1st Grade - February

## Literature & Informational

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<td>RL.3</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
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<td>RL.10</td>
<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
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<td>RI.3</td>
<td>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
</tr>
<tr>
<td>RI.5</td>
<td>Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
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**Readers use text features to locate key facts and information in a text.**
- What do you use to find information in a nonfiction book?
- How do we use these parts of a book?

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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.4</td>
<td>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
</tr>
<tr>
<td>RI.6</td>
<td>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
</tr>
<tr>
<td>RI.8</td>
<td>Identify the reasons an author gives to support points in a text.</td>
</tr>
<tr>
<td>RI.10</td>
<td>With prompting and support, read informational texts appropriately complex for grade 1.</td>
</tr>
</tbody>
</table>

## Writing & Language

<table>
<thead>
<tr>
<th>Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>W.2</td>
<td>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>W.7</td>
<td>Participate in shared research and writing projects (e.g., explore a number of &quot;how-to&quot; books on a given topic and use them to write a sequence of instructions).</td>
</tr>
<tr>
<td>W.6</td>
<td>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
</tr>
<tr>
<td>W.8</td>
<td>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
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</table>

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<tr>
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<tbody>
<tr>
<td>L.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>L.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</td>
</tr>
<tr>
<td>L.6</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</td>
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</table>

## Foundational & Speaking and Listening

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<thead>
<tr>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>RF.3</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>RF.4</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>SL.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>SL.2</td>
<td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>SL.4</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
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<tr>
<td>SL.6</td>
<td>Produce complete sentences when appropriate to task and situation.</td>
</tr>
<tr>
<td>SL.3</td>
<td>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
</tr>
<tr>
<td>SL.5</td>
<td>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
</tr>
</tbody>
</table>
### 1st Grade - February

<table>
<thead>
<tr>
<th>Rationale for Standards Placement</th>
<th>Informational writing is a focus for this month so the informational and writing standards were chosen to coincide with this for additional support. The writing standard that includes shared research was integrated to support this form of writing. Again, foundational along with speaking and listening skills are present since these are key components and teachers should follow the needs of their students and revisit any skills that need to be strengthened. <em>All literature and informational standards are meant to support the writing indicators selected for the month.</em></th>
</tr>
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</table>
| Literature | - Retell Stories: 5 Finger Retell (old Jan handbook, p.81/Next Step in Guided Reading, p.172)  
- Continue working with retell, but take it to a deeper level.  
- Literacy by Design (Essential Resource Guide) – pgs.37, 39  
- Green Light Questions in whole group setting (old Jan handbook, page 124/Next Step in Guided Reading, p.211)  

Character Traits | - Continue character traits (old Jan handbook, p.143/Next Step in Guided Reading, p. 228-229).  
- Introduce one trait per week throughout the year, using a book or book character to enhance children’s understanding of the concept.  

Informational | - Primary Comprehension Toolkit K-2 (Book 1) pgs.19 & 33  
- STP – Whole Class Strategy (old Jan handbook, page 97/Next Step in Guided Reading, p.160) and Primary Comprehension Toolkit K-2 (Book 5), p.16  
- RAN Strategy – Reality Checks (Tony Stead), p.17  
- Two Column Notes using Main Idea/Details (Next Step in Guided Reading, pgs.218-219)  

Reading Foundational Skills | - Phonics - Grade 1 (Fountas & Pinnell),  
- Literacy by Design Resources  
- Word Matters  
- Jan Richardson  

| Mini-Lesson or Guided Reading Notes | Calkins’ Writers’ Workshop ~ Informational Books (How-To) | - Personal expertise – make procedural texts that teach, use a mentor texts to help students structure their text  
- Think of something you do well and know how to do, make, or play. Think of something others may not know how to do. Think of a tradition from your family or culture.  
- Students can say it, web it, or list it to help them plan  
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure  
- Examine a variety of nonfiction texts and ask students, What do you notice? What do we call it? Why would you use it? In reference to the text features  
- Still focus on qualities of good writing  
- Make your pictures teach  
- Ask the students, “Can you teach more?” so they may add some more to their piece  
- Students need to be given the opportunity to write as many informative pieces as they can  
- Books will be presented at the “Expert Fair”  

| Resources | --- |
| Literature & Informational | RL.1 Ask and answer questions about key details in a text.  
Readers know how to ask and answer questions to understand it better.  
- Why is it important to read? Why is it important to ask questions about what we read?  
- Why is it important to answer questions about what we have read?  
RL.7 Use illustrations and details in a story to describe its characters, settings, or events.  
RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.  
RL.1 Ask and answer questions about key details in a text.  
RL.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  
RL.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
RL.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  
RL.10 With prompting and support, read informational texts appropriately complex for grade 1.  |
| Writing & Language | W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  
W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |
| Foundational & Speaking and Listening | RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
c. Know final –e and common vowel team conventions for representing long vowel sounds.  
Readers know how to use phonics and word analysis to decode unknown words in a text.  
- How does a final –e change the vowel sounds?  
RF.4 Read with sufficient accuracy and fluency to support comprehension.  
SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6 Produce complete sentences when appropriate to task and situation.  
SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
These standards are again building upon previously taught standards within the informational and literature framework. Again, foundational along with speaking and listening skills are present since these are key components and teachers should follow the needs of their students and revisit any skills that need to be strengthened. *All literature and informational standards are meant to support the writing indicators selected for the month.*

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<th>These standards are again building upon previously taught standards within the informational and literature framework. Again, foundational along with speaking and listening skills are present since these are key components and teachers should follow the needs of their students and revisit any skills that need to be strengthened. <em>All literature and informational standards are meant to support the writing indicators selected for the month.</em></th>
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| **Reading** | **Literature**  
- Retell Stories: 5 Finger Retell (old Jan handbook, page 81/Next Step in Guided Reading, page 172)  
- Continue Green Light Questions in whole group setting (old Jan handbook, page 124/Next Step in Guided Reading, page 211) but begin scaffolding children for independence.  
- Begin Red Light Questions in a whole group setting.  
**Character Traits**  
- Continue character traits (old Jan handbook, page 143/Next Step in Guided Reading, page 228-229).  
- Introduce one trait per week throughout the year, using a book or book character to enhance children’s understanding of the concept.  
**Informational**  
- Primary Comprehension Toolkit K-2 (Book 1) page 19 & 33  
- STP – Whole Class Strategy (old Jan handbook, page 97/Next Step in Guided Reading, page 160) and Primary Comprehension Toolkit K-2 (Book 5), page 16  
- RAN Strategy – Reality Checks (Tony Stead), page 17  
- Two Column Notes using Main Idea/Details (Next Step in Guided Reading, page 218-219)  
**Reading Foundational Skills**  
- Phonics - Grade 1 (Fountas & Pinnell),  
- Literacy by Design Resources  
- Word Matters  
- Jan Richardson  
| **Writing** | **Calkins’ Writers’ Workshop ~ Informational Books (All About)**  
- Personal expertise – places you go all the time, things you do all the time, things you have a lot of  
- Students can say it, web it, or list it to help them plan  
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure  
- Examine a variety of nonfiction texts and ask students, What do you notice? What do we call it? Why would you use it? In reference to the text features  
- Still focus on qualities of good writing  
- Make your pictures teach  
- Ask the students, “Can you teach more?” so they may add some more to their piece  
- Students need to be given the opportunity to write as many informative pieces as they can  
- Books will be presented at the “Expert Fair”  
| **Resources** | --- |
| Literature & Informational | RL.3 Describe characters, settings, and major events in a story, using key details.  
RL.9 Compare and contrast the adventures and experiences of characters in stories.  
RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.  
RI.2 Identify the main topic and retell key details of a text.  
RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  
**Readers read more than one text about a topic to give more information about that topic.**  
- Why should we read more than one book about the same thing?  
**Readers describe connections between two individuals, events, ideas, or pieces of information in a text.**  
- What ways can we make connections in a nonfiction text?  
RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
RI.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  
RI.8. Identify the reasons an author gives to support points in a text.  
RI.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  
RI.10. With prompting and support read informational texts appropriately complex for grade 1. |
| Writing & Language | W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  
W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
a) Print upper- and lowercase letters.  
b) Use common, proper, and possessive nouns.  
c) Use singular and plural nouns with matching verbs in basic sentences.  
d) Use personal, possessive, and indefinite pronouns.  
e) Use verbs to convey a sense of past, present, and future.  
f) Use frequently occurring adjectives.  
g) Use frequently occurring conjunctions.  
h) Use determiners.  
i) Use frequently occurring prepositions.  
j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  
L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| Foundational & Speaking and Listening | RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
  e. Decode two-syllable words following basic patterns by breaking the words into syllables.  
  **Readers know how to use phonics and word analysis to decode unknown words in a text.**  
  - How do I know how many syllables a word has?  
RF.4 Read with sufficient accuracy and fluency to support comprehension.  
SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6 Produce complete sentences when appropriate to task and situation.  
SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
Rationale for Standards Placement

In this month we are digging deeper by making connections between individuals, events, ideas, or pieces of information in a text. The main idea and retelling key details standard occurs again this month. You will expect more from the students since there have been many opportunities for practice in previous months. The writing standard of doing shared research on a topic will support the informational writing done in Writers’ Workshop. Again, foundational along with speaking and listening skills are present since these are key components and teachers should follow the needs of their students and revisit any skills that need to be strengthened. *All literature and informational standards are meant to support the writing indicators selected for the month.*

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<tr>
<td>• Red Light Questions in a whole group setting but begin scaffolding children for independence.</td>
</tr>
<tr>
<td>• Introduce Yellow Light Questions in whole group setting to help with comparisons.</td>
</tr>
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<td>Character Traits</td>
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<tr>
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<td>• Introduce one trait per week throughout the year, using a book or book character to enhance children’s understanding of the concept.</td>
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<td>• Modified RAN Strategy – Reality Checks (Tony Stead), page 17 - As usual, students will denote what they think they know about a topic. Once texts are accessed and facts are confirmed, students would code the sticky notes with colored dots (drawn or stickers) to distinguish which facts came from specific texts. (Example: “An owl is nocturnal” may be coded red if it came from one book; another fact may be coded blue if it came from another book; and yet another fact would be coded yellow if the fact was stated in two different books.) This activity will help children to understand and make connections between individuals, events, ideas, or pieces of information in a multiple texts.</td>
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<td>• Phonics - Grade 1 (Fountas &amp; Pinnell),</td>
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<td>• Jan Richardson</td>
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| Writing                                      |
| Calkins’ Writers’ Workshop                  |
| • Informational Science Books (Think about your science units – earth materials, plants, sun/moon, motion- supply books on those topics that help them become experts on the topic you choose. |
| • Writers look at published authors to look for inspiration for topics and structure and craft. Text structure: questions/answers, compare/contrast book, true or false, all about, info stories |
| • Think about the purpose for students. Ask them…are you trying to convince, teach, entertain, or inspire? |
| • Expert Fair                               |

| Resources |
| Literature & Informational | RL.3 Describe characters, settings, and major events in a story, using key details.  
RL.9 Compare and contrast the adventures and experiences of characters in stories.  
**Readers show the similarities and differences of the character's actions to understand how stories work.**  
- How can we compare and contrast characters in a story?  
- How does that help us understand stories?  
RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.  
RI.1 Ask and answer questions about key details in a text.  
RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
RI.10 With prompting and support, read informational texts appropriately complex for grade 1. |
| Writing & Language | W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  
W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Print upper- and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences. d) Use personal, possessive, and indefinite pronouns. e) Use verbs to convey a sense of past, present, and future. f) Use frequently occurring adjectives. g) Use frequently occurring conjunctions. h) Use determiners. i) Use frequently occurring prepositions. j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Use frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  
L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| Foundational & Speaking and Listening | RF.4 Read with sufficient accuracy and fluency to support comprehension. a) Read on-level text with purpose and understanding. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
RF.3 Know and apply grade-level phonics and words analysis skills in decoding words. a) Know the spelling-sound correspondence for common consonant digraphs. b) Decode regularly spelled one-syllable words. c) Know final –e and common vowel team conventions for representing long vowel sounds. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables. f) Read words with inflectional endings. g) Recognize and read grade-appropriate irregularly spelled words.  
SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
SL.6 Produce complete sentences when appropriate to task and situation.  
SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
### Rationale for Standards Placement
Comparing similarities in characters and adventures will now be explored to a deeper level. Supporting standards and priority standards are here to coincide with the writing of poetry in Writers’ Workshop. Again, foundational along with speaking and listening skills are present since these are key components and teachers should follow the needs of their students and revisit any skills that need to be strengthened. *All literature and informational standards are meant to support the writing indicators selected for the month.*

### Reading
#### Mini-Lesson or Guided Reading Notes

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<tr>
<td><strong>Yellow Light Questions</strong> in a whole group setting but begin scaffolding children for independence.</td>
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<tr>
<td><strong>Venn Diagrams and Thinking Maps</strong> to compare and contrast characters’ adventures and experiences.</td>
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<td><strong>Continue character traits</strong> (old Jan handbook, page 143/Next Step in Guided Reading, page 228-229).</td>
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<td><strong>Introduce one trait per week throughout the year,</strong> using a book or book character to enhance children’s understanding of the concept.</td>
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<td><strong>Continue modified RAN Strategy – Reality Checks</strong> (Tony Stead), page 17 - As usual, students will denote what they think they know about a topic. Once texts are accessed and facts are confirmed, students would code the sticky notes with colored dots (drawn or stickers) to distinguish which facts came from specific texts. (Example: “An owl is nocturnal” may be coded red if it came from one book; another fact may be coded blue if it came from another book; and yet another fact would be coded yellow if the fact was stated in two different books.) This activity will help children to understand and make connections between individuals, events, ideas, or pieces of information in a multiple texts.</td>
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### Writing

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</tr>
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<tbody>
<tr>
<td><strong>Continue to write informational books on science topics</strong></td>
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### Resources