



English Language Arts 1st Grade

Curriculum Committee Members

Rita Bohlen, Jury	Laura Paden, McNair
Misty Borgsmiller, Garret	Jessica Patterson, Armstrong
Beverly Boyd, Barrington	Jennifer Pfeiffer, Coldwater
Jenna Bush, Keeven	Michelle Prather, Grannemann
Shannon Drennan, Townsend	Jolie Pugh, Garrett
Myia George, Keeven	Jean Robinson, Galactic
Melissa Goeken, Townsend	Gina Quick, Coldwater
Aleshea Ingram, Townsend	Donna Schatz, Keeven
Julie Hoffman, McCurdy	Jenna Sladek, Garret
Stacey Hussman, Jamestown	Leslie Threadgill-Kendall, Jury
Mary Leach, Arrowpoint	Shannell Tieman, Barrington
Audraya Lee, Barrington	Cathie Wiesler, McCurdy
Jennifer Le Plante, McCurdy	Susan Dirnbeck, Literacy Coach
Linda May-Doyle, Twillman	Holly Putnam, English Language Arts Curriculum Coordinator
Candyss McNichols, Jury	
Leslie McKinstay, Keeven	
Elizabeth Myers, Barrington	

Reviewed by Elementary School ELA Teachers on March 18th & 26th, 2015

Reviewed by Curriculum Advisory Committee on March 19th, 2015

Approved by the Board of Education on May 19th, 2015

TABLE OF CONTENTS

English Language Arts 1

1st Grade

Hazelwood School District Mission Statement	3
Hazelwood School District Vision Statement	3
Hazelwood School District Goals.....	3
Curriculum Overview	4
Course Overview.....	5
Recommended Pacing Guide	11
Required Daily Instructional Components.....	19
Daily Instructional Format Options	20
Activities/Games to Increase Retention of Sight Words.....	22
1 st Grade Sight Word List	28
1 st Grade Curriculum – Unit 1.....	29
1 st Grade Curriculum – Unit 2.....	96
1 st Grade Curriculum – Unit 3.....	157
1 st Grade Curriculum – Unit 4.....	212
Appendices.....	277

Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Internal early literacy data for 1st graders reveals a need for intensive curriculum revision work. The AIMS RCBM data for 1st graders report that 62.2 % of our 1st grade students end the year reading on grade level. Furthermore, by the middle of second grade our AIMS web data demonstrates that 50.6 % of our students are reading below grade-level and not reaching baseline reading targets for reading fluency, a key indicator of comprehension, as they enter 2nd grade. Longitudinal cohort data trends demonstrate students struggle to regain proficiency after the end of their first grade year.

In addition to the analyzed data trends, a change in state standards and reading level expectations has resulted in a need for intensive curriculum revision to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes systematic and explicit phonemic awareness and phonics instruction, reading strategies, the writing process, and writing that is defined by the standards-based scoring guides for each genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students, with the exception of phonemic awareness and phonics instruction which require systematic and explicit instruction as the building blocks for encoding and decoding to read. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own. Spelling should be taught to mirror the grade-level phonics continuum to teach students the spelling rules and word patterns they are learning. An additional 3-5 personalized spelling words that are misspelled in students' writing should be incorporated into their weekly spelling list. Handwriting is not taught in isolation, but rather part of learning about letters, sounds and the patterns found within the English language.

The Hazelwood Required Instructional Components for kindergarten through second grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the provided Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS 1

GRADE LEVEL: 1st

Course Description:

The English Language Arts course is designed to promote the development of essential literacy skills for primary readers. Students will develop their phonics, vocabulary, speaking and listening skills. As students read and apply their growing comprehension skills, they will acquire oral language through discussion and collaborative reading and writing with their peers that will help them acquire new information from print and electronic texts. Primary readers and writers will develop their stamina for reading and writing longer texts and the ability to make meaning of both fiction, nonfiction and poetry. Students will develop foundational life-long reading, writing, speaking, listening and thinking strategies to help them make meaning of the world around them.

Course Rationale:

The English Language Arts curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21st Century.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes

Unit Objectives

Unit 1

1. The learner can describe the character(s) and the setting (s).
2. The learner is able to name the main character in the story.
3. The learner is able to name other characters (or the major problem) in the story.
4. The learner can use illustrations to describe the character(s) and the setting.
5. The learner is able to name the main character in the story by using the story illustrations.
6. The learner is able to name other characters (or the major problem) in the story by using the story illustrations.
7. The learner can retell stories including key details.
8. The learner can use evidence to understand a story's central message or lesson.
9. The learner can identify and use text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
10. The learner can explain the differences between fiction and non-fiction text.
11. The learner can write a narrative in which they recount a well elaborated event or short sequence of events.
12. The learner can include details to describe actions, thoughts, and feeling, use temporal words to signal event order, and provide a sense of closure.
16. The learner can focus on a topic and strengthen writing by editing with guidance and support from adults and peers.
17. The learner will build on others' talk in conversations by responding to the comments of others through multiple exchanges.
18. The learner will ask questions to clear up any confusion about the topics and texts under discussion.

Unit 2

1. The learner can identify the central message of a story.
2. The learner can describe characters, settings, and major events in a story, using key details.
3. The learner can identify the main idea or topic of a text
4. The learner can identify key details in a text
5. The learner can use illustrations to help identify the main idea and supporting details of a text
6. The learner can use illustrations and details to describe the characters and setting using key details from the story
7. The learner can use illustrations and details to help describe the problem in the story and explain the solution
8. The learner can separate information provided by pictures or other illustration and information provided by the words in a text.
9. The learner can use various text features to locate information in a text.
10. The learner will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11. The learner will participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
12. The learner will recall information from experiences or gather information from provided sources to answer a question.
13. The learner will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

14. The learner will build on others' talk in conversations by responding to the comments of others through multiple exchanges.
15. The learner will ask questions to clear up any confusion about the topics and texts under discussion.
16. The learner can, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
17. The learner can, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Unit 3

1. The learner can ask and answer questions about key details in a text.
2. The learner can compare and contrast information from two texts on the same topic.
3. The learner can describe the connection between two individuals, events, ideas or pieces of information in a text.
4. The learner can describe the adventures or experiences of character in the story using details.
5. The learner can compare and contrast the adventures or experiences of characters in the same story and in different stories.
6. The learner can write opinion pieces in which they introduce the topic or book they are writing about state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
7. The learner can, with the support of peers and adults, revise and edit their work in preparation for publication
8. The learner can use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

Unit 4

1. The learner can describe the connections between a series of historical events, scientific ideas or concepts in a text.
2. The learner can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
3. The learner can participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
4. The learner can describe people, places, things, and events with relative details, expressing ideas and feelings clearly.
5. The learner can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. The learner can identify who is telling the story at various points in the text.
7. The learner can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
8. The learner can compare and contrast the adventures and experiences of characters in stories.
9. The learner can describe how reasons support specific points the author makes in informational text.
10. The learner can compare and contrast information from two informational texts on the same topic.

11. The learner can write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
12. The learner can participate in shared research and writing projects.
13. The learner can recall information from experiences or gather information from provided sources to answer a question.

Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	K – 5 th Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each quarter. Tier 2 words are determined based upon the commonly used academic words within each text read with students. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. The key Tier 3 academic vocabulary words for each are listed below.

Unit 1

after that, beginning, capitalization, character, comma, compare, conclusion, contrast, describe, details, . Edit, end, ending, events, exclamation mark, fiction, first, identify, illustration, informational, introduction, key details, last, literature, main character, middle, next, non-fiction, partner, period, photograph, problem, problems, punctuation, question mark, quotes, retell, revise, setting solve, spelling, text, then

Unit 2

author, backspace, central message, character, compare, contrast, definition, details, edit, electronic, enter, events, fact, glossary, headings, icon, identify, illustrations, illustrator, information, informational key facts, lesson, main idea, meaning menu, monitor, non-fiction, notes, opinion, peer, presentation, problem, publish, research, retell, revise, scan, setting, solution, source, space, table of contents, text, text features, topic

Unit 3

answer, ask, character, connection, description, difference, editing, event, experiences, idea, illustrations, important, indefinite pronoun, individual, key details, opinion, personal pronoun, possessive pronoun, procedure, publishing, questions, reasons, revising, similarity

Unit 4

adventures, answer, ask, attitudes, author, caption, characters, compare, computer research, connections, context clues, contrast, definition, description, details, determine, diagram, differences, editing, emotions, events, facts, feeling words, feelings, feels, first person, history, ideas, identify, illustration, individuals, looks, main idea, meaning, meanings, narrator, opinions, phrases, poems, point of view, procedure, publishing, question, research, revising, science, senses, similarities, smells, sounds, specific points, stories, suggest, tastes, text, third person, topic, topic sentence, unknown, vivid words, what, when, where, who, why, words

Course Materials and Resources:

Reading Instructional Resources:

As emerging readers, 1st grade students will receive explicit systematic phonemic awareness and phonics instruction. Each classroom teacher will receive a **Fundations Level 1 Kit** and a class set of student materials. Beyond **Fundations** instruction, teachers should ensure they have covered the phonemic awareness and phonics skills identified on the **Hazelwood Word Work Continuum**.

Teachers will receive the following texts:

- Whole Class Book Sets
- Classroom sets for small groups/Literature Circle Novel Sets
- Classroom Library Books
- Decodable text

Text listed below are provided for each teacher as a class set of 30. Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

As developing readers, 1st grade students will receive text sets containing controlled reading texts for students to practice applying emerging phonics, sight words and reading fluency skills.

Note: Leveled readers/texts from the previous reading programs and books available in bookrooms should remain in use for guided reading groups or students' independent reading. The science and social studies leveled online readers may be integrated as a thematically related way for students to practice their reading skills and develop content knowledge.

Hazelwood School District 1st Grade Tiered Vocabulary List

- Sight Word List (see Appendices)
- Academic Vocabulary list (included in each guide)

Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student Workbook

Additional Resources:

- Online Text
 - News ELA
 - Readworks

- Online Dictionary and Thesaurus Resources
 - <http://www.merriam-webster.com/dictionary>
 - <http://www.thefreedictionary.com>

- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown

Recommended Pacing Guide

The pacing below is recommended but not required. The books listed below are provided for each teacher as a class set of 30 and were selected based upon the appropriateness of their topic and reading level to teach identified skills within each unit.

Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

As developing readers, 1st grade students will receive text sets containing controlled reading texts for students to practice applying emerging phonics, sight words and reading fluency skills. The decodable text should be integrated into student partner practice and independent reading.

Unit 1

Whole Group Books		
Title	Genre	Standard
Let's Talk Swimming	Informational	RI 1.5/RL 1.5
We are Alike, We Are Different	Informational	RI 1.5/RL 1.5
Our Earth Saving Energy	Informational	RI 1.5/RL 1.5
The Five Senses Hearing	Realistic Fiction	Science Connection
Too Much Noise	Fiction	Science Connection
Chrysanthemum	Fiction	RL 1.3
Some Dog	Fiction	RL 1.3
The Crayon Box That Talked	Fiction	RL 1.2
Lilly's Purple Plastic Purse	Fiction	RL 1.2/1.3
Stand Tall	Fiction	RL 1.2/1.3/1.7
If You Give A Mouse A Cookie	Fiction	RL 1.2/ 1.3
Enemy Pie	Fiction	RL 1.2/1.3/1.7
The Three Little Pigs and the somewhat Bad Wolf	Fiction	RL 1.3 Unit 3 1.9

Small Group Texts		
Title	Genre	Standard
Seeing Things Up Close	Informational	RI 1.5/RL 1.5
On the Road	Informational	RI 1.5/RL 1.5
Let's Go to a Fair	Informational	RI 1.5/RL 1.5
Milk to Ice Cream	Informational	RI 1.5/RL 1.5
Let's Talk Riding	Informational	RI 1.5/RL 1.5

Classroom Libraries		
Title	Genre	Standard
The Magic School Bus Gets Recycled	Informational	RI 1.5/RL 1.5
Ah, Music	Informational	Science Connection
Seven Blind Mice	Fiction	Science Connection

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 1: Narrative Writing		
10-12,15	Emerging Writers	2-42
	*Story About Me	4-14
	Story Retell	32-42
	Friendly Letter	18-28
	Developing Writers	170-210
	*Personal Narrative	174-182
	Letter to a Friend	186-196
	Story About a Friend	200-210
<p>District Narrative Writing Prompt: Write a real or make believe story about spending time with family and draw a picture to match. Use as many details as you can. Include the following story elements: characters, setting, beginning, middle, end, correct punctuation and capitalization</p>		

Unit 2

Whole Group Books		
Title	Genre	Standard
A Bad Case of the Stripes	Fiction	RL 1.1
Phases of the Moon	Informational	Science Connection (Kit)
Moonbear's Shadow	Informational	Science Connection (Kit)
Storms (National Geographic Kids)	Informational	RL 1.2 and RI 1.7
The Moon	Informational	RI 1.7/RI 1.6
Stellaluna	Fiction	RL 1.3
Chameleon!	Informational	RI 1.7

Small Group Texts		
Title	Genre	Standard
A Day with Firefighters	Informational	RI 1.6
A Day with Police Officers	Informational	RI 1.6
When a Storm Comes	Informational	RI 1.7
Tornadoes	Informational	RI 1.7

Classroom Libraries		
Title	Genre	Standard
ABC of Jobs	Informational	Social Studies Connection
A Day with Police Officers	Informational	RI 1.7
A Day at the Apple Orchard	Informational	RI 1.7
Picking Apples & Pumpkins	Informational	RI 1.7
A Day with Doctors	Informational	RI 1.6
Tornadoes	Informational	Science Connection

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 2: Informative/ Explanatory Writing		
9-12	Emerging Writers	40-46
	*All About Book	46-56
	Developing Writers	212-252
	*Book of Facts	214-224
	Advanced Writers	370-400
	*Summary	372-382
	Report	388-400
<p>District Informative/Explanatory Writing Prompt: Write about a season or a type of weather. Include any information you learned from your class or group research project. Be sure to include what you like to do during that season or type of weather. Use as many details as you can. Include transition words and an opening and closing sentence. Illustrate your writing in the box below.</p>		

Unit 3

Whole Group Books		
Title	Genre	Standard
First Dog	Fiction	RL 1.3
I Wanna Iguana	Fiction	RL 1.1, W 1.1
Abiela	Fiction	RL 1.9
Tar Beach	Fiction	RL 1.9
Make Way for Tooth Decay	Fiction	RL 1.1
How Do Birds Find Their Way	Informational	RI 1.1, RI 1.9

Small Group Texts		
Title	Genre	Standard
The Pledge of Allegiance	Informational	RI 1.3 & 1.9
Tadpole to Frog	Informational	RI 1.1 & 1.9
The Voyage of May Jemison	Informational	RI 1.9
Baby Birds	Informational	RI 1.9
The Story of the White House	Informational	RI 1.3
The American Flag	Informational	RI 1.3
The Liberty Bell	Informational	RI 1.3
Abraham Lincoln	Informational	RI 1.1, 1.3 & 1.9
Jackie Robinson	Informational	RI 1.1, 1.3 & 1.9
George Washington Carver	Informational	RI 1.9, 1.1 & 1.3
Birds	Informational	RI 1.9

Classroom Libraries		
Title	Genre	Standard
Tar Beach	Fiction	RL 1.9
How Do Birds Find their Way?	Informational	RI 1.1 & 1.9
Make Way for Tooth Decay	Informational	RL 1.1
First Dog	Informational	RL 1.3
George Washington	Fiction	RI 1.3
Nest and Eggs	Informational	RI 1.9
Ice Cream	Fiction	RI 1.1
I Wanna Iguana	Fiction	W1.1

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Title	Genre	Standard
11-13	Emerging Writers	86-126
	*I Like...Because	88-98
	Developing Writers	254-294
	*Poster	270-280
	Advanced Writers	402-432
	Speech	418-432
District Opinion Writing Prompt: What is your favorite zoo animal? Write an opinion piece including the following: introduction, opinion statement, reasons that support your opinion, conclusion		

Unit 4

Whole Class Books		
Book	Genre	Standard
Our Earth	Informational	RI 1.4, 1.6, 1.3
From Tadpole to Frog	Informational	RI 1.3, 1.4, 1.6
Animal Tracks	Informational	RI 1.3, 1.4, 1.6
Insects and Crawly Creatures	Informational	RI 1.3, 1.4, 1.6
Animal Disguises	Informational	RI 1.3, 1.4, 1.6
Baby Dolphin's First Day	Fiction	RI 1.3, 1.4, 1.6
Gator or Croc?	Informational	RI 1.3
My Lucky Day	Fiction	RL 1.9
The True Story of the 3 Little Pigs	Fiction	RL 1.9
From Seed to Plant	Informational	RI 1.8
What Do Roots Do?	Informational	RI 1.8
An Earthworm's Life	Informational	RI1.8
Tell Me, Tree	Fiction	RI 1.8
Wolf!	Fiction	RL1.9
Animal Homes	Informational	RL 1.9

Small Group		
Book	Genre	Standard
Now I know Bears	Informational	RI 1.3, 1.4
We Need Directions!	Fiction	RI 1.4, 1.6-Social Studies Connection
What Do You Know About Dolphins?	Informational	RI 1.3,1.4
Mapping North America	Informational	RI 1.4, 1.6: Social Studies Connection
Where do We Live?	Informational	RI 1.4, 1.6: Social Studies Connection
All Kinds of Maps	Informational	RI 1.4, 1.6: Social Studies Connection
Farm Animals	Informational	RI 1.3, 1.4: Science connection
Polar Bears	Informational	RI1.3,1.4: Science connection
Sea and Land Animals	Informational	RI 1.3,1.4:science connection
What lives in a Tide Pool?	Informational	RI 1.3, 1.4:Science connection
Animal Armor	Informational	RI 1.3, 1.4: Science Connection
From Blossom to Fruit	Informational	RI 1.8: Science connection
How Does my Garden Grow?	Informational	RI 1.8: Science connection
Big Red Tomatoes	Informational	RI 1.8: Science connection
Seeds Grow Into Plants	Informational	RI 1.8: Science connection
Peanuts	Informational	RI 1.8: Science connection
My Bean Plant	Informational	RI 1.8: Science connection
A Tree's Life	Informational	RI 1.8: Science connection

Classroom Library		
Book	Genre	Standard
What Do Pets Need?	Informational	RI 1.3, 1.4
A Cat's Whiskers	Informational	RI1.3, 1.4
The Penguin Chick	Informational	RI 1.3, 1.4
Mud, Mud, Mud	Fiction	RI 1.3, 1.4

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Title	Genre	Standard
11-13	Informative/Explanatory (Descriptive)	210-212
	Developing Writers	212-252
	*Compare and Contrast Paper	228-238
	*Picture Description	298-308
	Advanced Writers	370-400
	*Report	388-400
District Informative/Explanatory Prompt: Describe how you get to help other people. Tell how you help others and how the person in the paragraph above helps others. Use as many details as you can.		

Hazelwood Required Components K-2nd

Component 1: Word Work and Vocabulary

- Each Word work section should begin with a learning target, include a strong/weak example and end with a quick formative check
- The Foundations program should be taught daily, whole-group for 25-30 minutes to incorporate concepts of print, phonemic awareness, phonics, and Word work from the Hazelwood Word Work Continuum
- Sight word vocabulary should be taught using Foundations Trick Word and the list provided by the district
- Vocabulary Instruction should include:
 - Visual examples
 - Identification of supporting context clues within text
 - Multiple exposures to words over the cycle of instruction

Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction (i.e. gradual release).

- Establish Purpose/Share comprehension learning targets and essential questions.
- Modeling and Thinking aloud to promote student internalizing reading comprehension strategies
- Includes strong and weak examples and visual “Showing not telling” of the text using text annotation and/or graphic organizers
- Guided and supported practice on a short excerpt of text with immediate feedback
- Formative check using a slightly longer segment of the text
- Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check

Component 3: Independent Student Practice with teacher support and active reading strategies for accountability and to serve as Checking for Understanding (CFU)

- Active Reading Strategy directly linked to the focus comprehension strategy or skill
- Method to help students “show their work” through interactive reading, questioning or responding
 - Graphic organizer
 - Strategy guides
 - Questions, story response from, post-its, etc.

Component 4: Daily Writer’s Workshop

- Mini-lesson
- Writing Time (includes peer and teacher conferences)
- Student Sharing

English Language Arts Daily Instructional Options

Grades K-2

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p>Component 1: Word Work and Vocabulary *Each Word work section should begin with a learning target, include a strong/weak example and end with a quick formative check</p>	<p>Foundations (25-30 min)</p> <ul style="list-style-type: none"> Introduces phonemic awareness and phonics skills aligned to Hazelwood Word Work Continuum Trick words will teach sight words, however, the additional sight word list should be incorporated as well Spelling and handwriting are incorporated as part of learning to apply phonics skills 			
<p>Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction or Gradual Release.</p> <ul style="list-style-type: none"> Establish Purpose/Share comprehension learning targets and essential questions. Modeling (includes strong and weak examples and visual "Showing not telling" of the text) Guided and supported practice on a short excerpt of text with immediate feedback Formative check using a slightly longer segment of the text <p>*Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check</p>	<p>Read Aloud (10-15 min.)</p> <ul style="list-style-type: none"> Teachers read aloud from an intentionally elected trade book to model specific reading skills or strategies Teacher incorporate anchor charts, graphic organizer and questioning to promote student comprehension and internalization of the good reading behaviors <p>Shared Reading (20-25 min.)</p> <ul style="list-style-type: none"> Read with students to model and facilitate cycles of practicing the skills with immediate feedback Teacher reads the text more than once to highlight vocabulary meaning and deeper comprehension Short segments of student practice or partner practice should be built in 	<p>Modeling and Supported Practice (35 min.)</p> <ul style="list-style-type: none"> Establish a purpose (share learning targets) Model using a related higher level text, challenging portion of the current text or high-interest portion of the current text Practice formats: <ul style="list-style-type: none"> Partner Reading with discussion prompts Small group reading with graphic organizers Individual, partner or triad reading with annotations Teacher circulates to listen prompt, ask questions and check for understanding Cycle can repeat with the next section of text if students are struggling 	<p>Mini-lesson (20 min.)</p> <ul style="list-style-type: none"> Establish a purpose (share learning targets) Model applying the skill Provide guided practice paired with feedback Formative Check 	<p>Modeling and Guided Practice (40 min.)</p> <ul style="list-style-type: none"> "A" Days: Mini-lesson, Read Aloud and Shared Reading lesson or Modeling and Supported Practice lesson followed by independent practice "B" Days: Between 1st and 2nd Close Read or Reciprocal Reading Groups as deemed appropriate by the teacher knowledge of the text and skill (or task)

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p>Component 3: Independent Student Practice with teacher support, active reading strategies and checking for understanding.</p>	<p>Guided Reading (20-25 min)</p> <ul style="list-style-type: none"> • Students read independently to apply the strategy and skill modeled during the Read Aloud and practiced during Shared Reading • The teacher meets with small-groups of students to reteach skills and/or circulates to provide student support 	<p>Independent Student Practice (20-25 min)</p> <ul style="list-style-type: none"> • Students read the next section of text and apply it to their reading • Use any of a variety of formats including <ul style="list-style-type: none"> ○ Literature circles ○ Reciprocal Reading Groups ○ After-reading discussion Partners/triads • Formative check should be built into active reading strategies 	<p>Independent Reading and Student Work (40 min)</p> <ul style="list-style-type: none"> • Using any of a variety of formats including <ul style="list-style-type: none"> ○ Literature circles ○ Reciprocal Reading Groups ○ After-reading discussion Partners/triads • Teacher Small Group Instruction <ul style="list-style-type: none"> ○ Re-teaching mini-lessons ○ Meeting with Lit. Circles or Reciprocal Groups 	<p>Independent Student Practice (20 min)</p> <ul style="list-style-type: none"> • "A" Days include Guided Reading or a form of Independent Student Practice • "B" Days will vary based upon the strategy employed.
<p>Component 4: Writer's Workshop</p> <ul style="list-style-type: none"> ▪ Approximately 45 minutes of writing focused instruction ▪ Topics for writing are aligned to the genre taught during the unit but should integrate other subject areas. Noted in unit integration boxes 	<p>Mini-lesson (15 min)</p> <ul style="list-style-type: none"> • Focus lesson that includes <ul style="list-style-type: none"> ○ Modeling writing with an intentional writing skill/strategy focus ○ Explaining and facilitating student practice of a particular skill ○ Sharing mentor text to highlight specific authoring skills <p>Writing Time (20-25 min.)</p> <ul style="list-style-type: none"> • Includes peer revision and editing conference • Teacher/student conferences to establish writing goals and provide feedback <p>Student Sharing (5 min.)</p> <ul style="list-style-type: none"> • Students share published and "in process" work for peer feedback 			

Sample “Hybrid” Day Reading Schedule K-2

Monday	Tuesday	Wednesday	Thursday	Friday
Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)
Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide spelling words 	Whole Group Close Read (60 min) <ul style="list-style-type: none"> Read 1 Example: Getting the GIST Read 2 Example: Interactive read with partners on a particular skill such as reading for important details Read 3 Example: Independent read for main idea and author’s point of view paired with a response activity for feedback 	Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide spelling words 	Whole Group Close Read (60 min) <ul style="list-style-type: none"> Read 1 Example: Getting the GIST Read 2 Example: Focused on a particular skill such as reading to understand character traits Read 3 Example: reading for details to compare and contrast a character in the story to one from your literature circle book Interactive response activity should be integrated after or as part of the third read 	Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide spelling words
Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job” 		Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job” 	Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job” 	Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job”
Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group 		Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group 	Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group 	Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group
Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions
Writer’s Workshop 45 Minutes				
Closing (5 Min)				

Activities & Games to Increase Retention of Basic Sight Words

The following activities will assist student in mastering the basic sight words that make up 50% - 70% of the word in most written material.

Activities:

1. Overlearning

- Hold up the word, say the word and use it in a sentence.
- Have students say the word once.
- Have the students say the word five times.
- Have the student say the word five times loudly.
- Have the student whisper the word five times.
- Have the students close their eyes and focus to see the word on their eyelids.
- Have the students spell the word.
- Have the students describe how they are going to remember the word (mnemonic device).
- Have the students trace in the air, on their knees, or a partner's back and repeat it each time it is written.

2. Create Study Buddies. Carve out some time in the day to have students use flash cards in partner of the basic sight words. Have each partner sign off on a sheet indicating when words are mastered and provide a reward to partnerships that master a certain number of words.

3. Create charts to display team and/or partner progress.

4. Pass out a few basic sight word cards to each student. Each student goes to the board and writes his/her word. All other students participate by saying the word out loud.

5. Allow students to create a notebook of mastered sight words.

6. Provide time for students to use the words from their notebooks to create sentences or stories. It is fine for these stories to be silly or nonsensical. Encourage students to use the names of classmates in these stories. They may illustrate these stories, too. Provide team or partner practice in reading these silly sentences or stories.

7. Have students identify troublesome words and write them on cards. Use these cards to form sentences.

8. Create sentences with sight words omitted and have students supply the missing word.

9. Use the troublesome words in sentences and underline them.

10. Create sentence using the sight words on a single list. An example of Basic Sight Word Sentences from List I might look like:

- She said that it was you.
- She said it was his.

11. Cut letters from sand paper and have students create the words and run their fingers over each letter as they say the word out loud.

12. Put some sand in a shoe box lid and have students practice writing words.

13. Place paper over a screen like material. Have student place a piece of paper over the screen and write the words using a crayon.

Games

1. Guess the Word

- Basic Sight Words are written on transparency, sentence strips, or large flash cards.

that			
what		that	

- Cover the word on the right.
- Have students pronounce each word on in the list on the left.
- Ask student to try and guess which one of the words will be the mystery word.
- Before moving on to the next card, have students pronounce all of the words again.

2. Dominoes

- Divide flash cards in half.
- Write a different word on each side.

the	what	and	the
-----	------	-----	-----

a	and	go	a
---	-----	----	---

- Make sure the words are repeated several times on several cards.
- Students pronounce the words as it is matched up.

3. Word Order

- Create student worksheets or electronic files from them to order words as in the following examples:

A	B	C	D
why _____	c _____	sound _____	cat _____
what _____	d _____	frog _____	mule _____
when _____	g _____	wolf _____	cage _____
where _____	b _____	rabbit _____	pill _____
which _____	f _____	pass _____	duck _____

- Play a recording or read words or sounds to students.
- Each set of words or sounds provides practice in only one area.
- Directions for the sheets might look like:
 - Sheet A: Number the words in the order in which they are read.
 - Sheet B: Number the letters that match the beginning sounds as you them.
 - Cat
 - Duck
 - Food
 - Good
 - Can
 - Sheet C:
 - Put a 1 in front of the word with a long /a/ sound.
 - Put a 3 in front of the word with a short /a/ sound.
 - Etc.
 - Sheet D: Number the words in the order they are given that have the ending sound of /f/, /t/, /g/, /d/, /s/.
 - Create your own ideas.

4. Passport

- Students play this as a class or team.
- Create flash cards with sight words that may look like a passport.
- Choose one student to be the captain (one who knows the words fairly well).
- The captain calls the port (word or words on cards).
- Student(s) who have the card must say it and show it to the captain to board the boat.
- This same game can be played with consonants and vowels to practice phonics skills.

5. Word in a Box

- Students sit in a circle around a box.
- Each student is given several words on cards.
- Read a story aloud to the students.
- As the student(s) hear the word on his/her card, they say

- _____ goes in the box.

6. Word Football

- Draw a football on a large poster board.
- Game begins at the 50-yard line where the football is placed.
- Cards are placed face up in the table.
- Two students or teams take turns reading the words.
- A correctly read word moves the football 10-yards towards the opponent's goal.
- An incorrectly read word is considered a fumble and moved 10-yards toward students goal.
- Each time the ball crosses the end zone, 6 points are earned.
- The scoring side gets a chance to read and one more word for an extra point.
- A variation of baseball can be used.

7. Word Checkers

- Create a checkerboard.
- Cover the black squares with words.
- Play the same as checkers.
- Players must say the word before they place the checker on the square.
- Extra practice: say the word several times before placing the checker on the square.
- Phonics sounds may be used instead of sight words.

8. Gamble for Words

- Place the words in a pocket chart.
- Students roll a dice.
- He/she may take the number of cards indicated on the dice.
- She/he must pronounce the words as they are picked up.
- Pass to another student.
- Object of the game is to gather as many cards as possible.

9. Word Match

- Deal four cards each to students.
- Place them face up in front of each student.
- Place five cards face up in the center of the group.
- Remainder of the deck is placed face down in the middle of the group.
- Player one has a matching card with one in the middle of the table.
- Student must pick up the matching card, pronounce it, keep it, and place pair of cards face down next to him/her.
- Student continues playing until she/he no more pairs.
- Student draws four more cards and replaces the five cards in the middle of the table.
- Play passes to the left.

10. Rolling for Words

- Cut up squares of different colored construction paper.
- Separate according to color.
- Write sight words on each square.
- Student rolls a die.
- Count out the number of squares as indicated on the die.
- Student must pronounce all of the words in order to keep all of them.
- The student with the most is the winner.

11. Finding Rhyming Words

- Place sight words in a pocket chart.
- Ask students to find a word in the chart that rhymes with a teacher word.
- The student that finds it gets the word.
- The most words wins.

12. Concentration

- Create two sets of cards with sight words.
- Spread out face down in rows.
- Students select a card and try to find its match.
- Students must say each word as it is turned over.
- They keep matching cards.

English Language Arts Curriculum

1st Grade Sight Word List

after	found	move	small
again	give	much	sound
air	good	must	spell
also	great	name	still
America	happy	need	study
animal	help	new	such
another	here	off	take
answer	home	old	tell
any	house	only	thing
around	just	our	think
ask	kind	over	those
away	know	page	three
back	land	picture	too
because	large	place	try
before	learn	play	turn
big	letter	point	us
boy	line	put	very
came	little	read	well
change	live	right	went
different	many	same	where
does	main	say	why
end	mean	sentence	work
even	men	set	world
follow	most	should	would
form	mother	show	year