

Subject: **Reading**

Grade Level: **1st**

Source: Maisa Reading Units

Revised **Fall 2022**

Month	Topic	Standards	I Can Statements (Learning Targets)	Vocabulary	Assessments
September	Unit #1 Launching the Reading Workshop	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension</p> <p>RI.1.1 Ask and answer questions about key details in a text</p> <p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.1 Ask and answer questions about key details in a text</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, events</p> <p>RL.1.10 With prompting and support, read fictional text appropriately complex for 1st grade</p>	<p>I can practice the 3 ways to read with a partner.</p> <p>I can build stamina by reading for 3-4 minutes.</p> <p>I can practice the correct way to read to self</p> <p>I can use cross checking when I read.</p> <p>I will choose a spot where I can best read alone.</p> <p>I will read with stamina.</p> <p>I can find a just right book--not too hard, not too easy.</p> <p>I will choose a just-right book and learn to shop wisely.</p> <p>I can read with a partner using one book.</p> <p>I can read with a partner.</p> <p>I can read with a partner and check for understanding using 2 different books.</p> <p>I can use Rock, Paper, Scissors or others to choose ways to read.</p> <p>I will choose a just-right book and learn to shop wisely.</p> <p>I can reconnect to familiar books by rereading.</p> <p>I can read familiar books like a storyteller.</p> <p>I can get started reading right away.</p> <p>I can use the pictures and text to</p>	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Stamina • Strategies • Mental image • Comprehension • Storyteller voice 	Fountas & Pinnell Benchmark Assessments

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			<p>understand the story.</p> <p>I can get back to reading after a distraction.</p> <p>I can reread if distracted.</p> <p>I can reread to practice fluency, think more, or to learn something.</p> <p>I can make a mental image to imagine how the story will go.</p> <p>I can make a mental image (or movie) while I am reading.</p> <p>I can make changes to my mental images as I read.</p> <p>I can list what I know about a topic before I read.</p> <p>I can change my mental image as I read informational text.</p> <p>I can read and talk with my partner.</p> <p>I can decide how to read with my partner.</p> <p>I can help when my partner does not understand the text.</p> <p>I can suggest strategies to help my partner.</p> <p>I can flag a page to discuss with my partner.</p> <p>I can ask my partner, "What have you learned from this book?"</p>		
October	<p>Unit #2</p> <p>Readers use</p> <p>Strategies to Solve</p> <p>Words</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters,</p>	<p>I can look at the cover, read the title and think, "What is this book about?"</p> <p>I can take a book walk and look at the pictures and think.</p> <p>I can think "What would make sense?" when I read a tricky word.</p>	<p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Strategies • Cover • Title • Author • Retell 	

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		<p>setting, or events.</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RI.1.1 Ask and answer questions about key details in nonfiction text.</p>	<p>I can reread to help solve a tricky word.</p> <p>I can figure out a tricky word by using what I know about other words.</p> <p>I can use chunks or word patterns to solve tricky words.</p> <p>I can look at the B-M-E of a tricky word and think what makes sense.</p> <p>I can use many word parts to solve a new tricky word.</p> <p>I can read some words in a Snap.</p> <p>I can stop and check, "Does it sound right, look right, and make sense?"</p> <p>I can STOP when my reading does not sound right and fix up.</p> <p>I can solve words by trying a few strategies quickly.</p> <p>I can ask my partner to retell their story using our bookmark.</p> <p>I can help my partner by saying "Try something", or "look for parts you know."</p> <p>I can Cross Check as I listen to my partner.</p> <p>I can retell with my partner as we read.</p> <p>I can read confidently out loud using all I know.</p>	<ul style="list-style-type: none"> • Word chunks • Reread 	
November	Unit #2 Continued	See above Standards		See above Vocabulary	

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	<p>Unit #3 Readers Learn from Informational Reading</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>I can shop for just right informational books.</p> <p>I can get my mind ready to read.</p> <p>I can find text features in my text.</p> <p>I can read my informational text with a teaching voice.</p> <p>I can stop and think about what I just read.</p> <p>I can retell my book to my partner.</p> <p>I can ask questions when my partner retells.</p> <p>I can use the pictures to learn more information.</p> <p>I can make a mental image as I read to better understand.</p> <p>I can react to the text.</p> <p>I can jot notes about new learning.</p> <p>I can Cross Check as I read tricky words.</p> <p>I can use chunks of words to help me with the whole word.</p> <p>I can use the words around a tricky word to think about what would make sense.</p> <p>I can try all I know about words and then jot for help from partner.</p> <p>I can listen to myself as I read and go back if it doesn't make sense.</p> <p>I can tell what my book was mostly about and name 3 things that I learned in the reading.</p>	<p><u>Unit 3:</u></p> <ul style="list-style-type: none"> • Informational text • Nonfiction • Text features • All-About • Problem • Solution • Sequence • Main Idea • Details • Jot 	
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		<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.1.4 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.</p>			
December	Unit #3 Continued	See above Standards		See above Vocabulary	
January	Unit #4 Character Study	<p>1.RL.1 - Ask and answer questions about key details in a text.</p> <p>1.RL.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>1.RL.7 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>1.RL.9- Compare and</p>	<p>I can tell others who my story is about by looking at the cover and the pages.</p> <p>I can reread and then retell my story using my fingers.</p> <p>I can use what I know about my character to predict what will happen next.</p> <p>I can think about my partner talk as I read and mark places that I want to share with them.</p> <p>I can listen to my partner retell the story and coach them when needed.</p> <p>I can spy on my character throughout my story to find out more about them.</p>	<p><u>Unit 4:</u></p> <ul style="list-style-type: none"> • Character • Setting • Compare • Contrast • Character traits • Feelings 	Fountas & Pinnell Benchmark Assessments

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		<p>contrast the adventures and experiences of characters in stories.</p> <p>1.RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.RF.4a - Read on-level text with purpose and understanding.</p> <p>1.RF.4b - Read on-level text with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.RF.4c - Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>	<p>I can find out what my character likes and dislikes by watching what they do.</p> <p>I can find out how my character is feeling by watching the words and pictures.</p> <p>I can imagine myself as the character and try find out how they are thinking.</p> <p>I can talk with my partner about all of the things that I learned about my character.</p> <p>I can go back and study pictures and words to help me understand my story better.</p> <p>I can solve tricky words by thinking about my character and looking at the picture.</p> <p>I can solve tricky words by thinking about the sounds in the words and if I have seen or heard a word like it.</p> <p>I can read my books over and over in order to read smoothly and sound like a storyteller.</p> <p>I can SOLVE - REREAD - and ask "WHAT IS GOING ON?" to make sure I understand my story.</p> <p>I can stop and think about how my character is feeling throughout the story.</p> <p>I can think about my character and wonder how I would feel if I were them.</p> <p>I can compare the feelings of different characters.</p> <p>I can notice when character's feelings change and ask, "Did this character learn something here?"</p> <p>I can "prove it" when I share ideas about my character or retell my story.</p> <p>I can share all I know about my character using pictures and words to "prove it".</p>		
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February	Unit #4 Continued	See above Standards		See above Vocabulary	
	Unit #5 Building a Repertoire of Strategies Mixed Genre	<p>RL 1.1 Ask and answer questions about key details in a text.</p> <p>1.RL.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>1.RL. 4a - Read on level texts with purpose and understanding.</p> <p>1.RL. 7 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>1.RF.3 - Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>1.RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.RF.4b - Read on-level text orally with</p>	<p>I can use many strategies to get through hard parts.</p> <p>I can stop and ask: "Does that make sense and fit with what is happening?"</p> <p>I can use picture clues to help predict what is happening before I read.</p> <p>I can pay attention to my reading to know when it feels right and take action if it doesn't.</p> <p>I can look at the first part of the word and the last part of the word.</p> <p>I can make a guess when I have a tricky word and keep going.</p> <p>I can retell what I have read to see if it makes sense.</p> <p>I can guess at a word and reread to see if it makes sense in the story.</p> <p>I can use cross checking to make sure my reading is correct and then reread to make it smooth.</p> <p>I can reread the entire text so that I can learn and enjoy it.</p> <p>I can help another reader by telling them to try rereading when something doesn't seem right.</p> <p>I can learn to say "Stop!" "Let's figure this out together" when my partner needs help.</p>	<p><u>Unit 5:</u></p> <ul style="list-style-type: none"> • Strategies • Reread • Storyteller voice • Problem solving • Compare • Contrast 	

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		<p>accuracy, appropriate rate, and expression on successive readings.</p> <p>1.RF.4c - Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>RI 1.1 Ask and answer questions about key details in a text.</p> <p>W.1.1 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.</p>	<p>I can learn to say "Wait! Let's reread that part together making our voices really smooth. I can reread together with my partner in a smooth voice.</p> <p>I can reread and revise to make my reading better.</p> <p>I can think of what my partner likes and practice reading a book that would interest them.</p> <p>I can read my story with feeling.</p> <p>I can help coach my partner to get them ready to read to others.</p> <p>I can read the book(s) that I have practiced to my reading partner.</p> <p>I can learn what RACES means and why we use it.</p> <p>I can answer questions by restating the question in my answer.</p> <p>I can practice restating the question in my answer.</p> <p>I can restate the question while writing my answer.</p>		
March	Unit #5 Continued	See above Standards		See above Vocabulary	
April	Unit #6 Series Reading: Reenacting Character Clubs	<p>1.RL.1 - Ask and answer questions about key details in a text.</p> <p>1.RL.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>I can pay attention to how my character acts and speaks.</p> <p>I can pay attention to my character's gestures and expressions and reenact them with my partner.</p> <p>I can pretend I'm in a movie and act like the character in my book.</p> <p>I can flag pages where my character has strong feelings.</p> <p>I can use the voice and gestures of my</p>	<p>Unit 6:</p> <ul style="list-style-type: none"> ● Character ● Book Clubs ● Series ● Character traits ● Mental image ● Races <ul style="list-style-type: none"> ○ Restate ○ Answer 	

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		<p>1.RL.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>1.RL.7 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>1.RL.9 - Compare and Contrast the adventures and experiences of characters in stories.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>1.RF.4c - Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>1.RI.2 - Identify the main topic and retell key details of a text.</p>	<p>character as I read my book to my partner.</p> <p>I can change my voice to match the story or the character as I read.</p> <p>I can notice where my character shows a change in feelings, thinking, or acting.</p> <p>I can coach my partner on how to read and reenact their character's feelings and actions.</p> <p>I can imagine a scene from my book in my mind.</p> <p>I can see the tiny details by adding more to the scene in my mind.</p> <p>I can use the entire story to think about the characters and the central message.</p> <p>I can talk with my partner to grow a scene from our book.</p> <p>I can reenact a part where something big happens with my character.</p> <p>I can work with my Partner and switch roles when reenacting our scenes.</p> <p>I can find predictable patterns in my book and talk about them.</p> <p>I can explain why a pattern in my book is important.</p> <p>I can compare my characters from one book to another in the same series.</p> <p>I can compare my characters to characters in a different series.</p> <p>I can remember and use all the strategies I know to problem solve on my own.</p> <p>I can pay attention when something doesn't look right or sound right and problem solve.</p>	<ul style="list-style-type: none"> ○ Cite ○ Explain ○ Sum it Up 	
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			<p>I can fix up my reading after problem solving by rereading.</p> <p>I can help my partner problem solve when rereading texts.</p> <p>I can revisit/reread/reenact a favorite story to show my growth.</p> <p>I can showcase a favorite character or story with other clubs.</p> <p>I can use the read-on strategy to help me solve a word.</p> <p>I can use picture clues and thinking about the story to help me solve a tricky word or part.</p> <p>I can use cross checking to help me solve tricky parts.</p> <p>I can look through the whole word (B-M-E) to help me solve a tricky word.</p> <p>I can use mental images to help me understand a story and its characters better.</p> <p>I can think about the whole story and find it's central message and find places in the story that support my thinking.</p> <p>I can think of more than one possible message within the same story.</p> <p>I can find the main idea of an informational book.</p> <p>I can use a graphic organizer to find the main idea and supporting details.</p> <p>I can compare characters in a series using a Venn Diagram or a Double Bubble map.</p> <p>I can reread to sound like a storyteller and work on my fluency.</p> <p>I can work on pages within my book that</p>		
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			give me problems to sound more like a storyteller. I can practice my reading with a partner to work on my fluency. I can help my partner if they are having trouble with fluency.		
May	Unit #6 Continued	See above Standards		See above Vocabulary	Fountas & Pinnell Benchmark Assessments