



Literacy Instruction Framework Reading and Writing Instruction—Grade 1

WHOLE-GROUP EXPLICIT READING INSTRUCTION (25 minutes)

Students are seated on the rug in the whole-group instruction area.

Phonemic Awareness & Phonics (7-8 min)

Objective: SW orally blend and segment single-syllable words; decode single-syllable words; and orally read text with sufficient accuracy and fluency to support comprehension. (RF.1.2b, RF.1.2c; RF.1.3a, RF.1.3b, RF.1.3g; RF.1.4b, RF.1.10)

Phonological Awareness: blending & segmenting

- “Listen to these word parts. Say the word as a whole. /c/ /a/ /t/ – What’s the word?” (*cat*)
 - Additional words: *rock, say, life, nine, track*
- “Listen to this word: *pan*. Say the word sound by sound. (/p/ /a/ /n/) How many sounds do you hear? (3)
 - Additional words: *cat, tick, ship, knock, licks*

Phonics: *ck* digraph

- Introduce *ck* digraph
 - Explain to the students that when we see the letters *c* and *k* together in words, they stand for the /k/ sound as in the words *neck* and *clock*. Write the words *neck* and *clock* on the board as you display a picture of each. Blend each word aloud (*neck, clock*) as you run your finger under each letter. Have a volunteer underline the letters *ck*. Point to the letters *ck* and ask students to state the sound that the letters stand for.
- Blend *ck* pattern words
 - Write the word *crack* on the board. Point out the *ck* digraph at the end of the word and ask students to put the *c* and *k* together to make the *ck* sound. Next, run your finger under the letters as you blend the four sounds in *crack*: *c/r/a/ck*. Point out that even though there are five letters, there are four sounds blended together to form the word. Have students blend the word aloud with you as you run your finger under the letters.
 - Repeat the blending activity with the words *stick, luck, rock, fleck*. When the students have blended the words, ask volunteers to come up and circle the *ck* digraph in each word. Have a student point to each *ck* digraph as the rest of the groups says the sound.
- Apply to Text: Shared Reading – [“What Do You Need?” poem](#), enlarged on chart paper or on the Elmo.
 - The teacher and students will choral read the poem, with the teacher pointing to each word as it is read. The teacher will ask students to chorally reread the poem, listening for the words that end in the *-ock* sound. As the students chorally reread the poem, they will put their thumbs up when they hear a word that ends in the *-ock* sound. The teacher will ask individual students to come to the chart and circle the rhyming words (*block, clock, sock, etc.*). Students will chorally reread only the circled rhyming words.

Vocabulary (4-5 min)

Objective: SW use words acquired through reading and being read to in order to communicate effectively. (L.1.6)

Teach words: *escaped*—got away from something or someone; *limped*—walked slowly or with difficulty because one leg was hurt injured; *animal shelter*—a place where stray or unwanted animals can live

- For each ‘teach’ word, follow the example below:
 - Say the word: “Let’s say the word together: escaped. What is the word?” (escaped)
 - Give a student-friendly explanation: “Escaped means that you got away from someone or something.”
 - Engage actively with the word: Tell the students that you are going to name some situations, and if a situation is an example of someone or something they would want to escape from, they should say “escape.” If it isn’t, they shouldn’t say anything. For example, say:
 - A burning building (“escape”)
 - A candy store (no response)
 - A stranger in the grocery store (“escape”)
 - Say the word again: “What is the word that means you got away from someone or something?” (escaped)

Tell words: *yowling*, *soggy*, *washrag*

- Clarify vocabulary when you encounter it in the text by reading the word, stating the meaning, repeating the word or phrase, and reading on (for example, on page 9, for the word *yowling*: “...who did she see spinning and yowling—yowling is a long, loud cry an animal makes when he is hurt or unhappy—who did she see spinning and yowling in the dryer window?”).

Comprehension (10-12 min)

Objective: SW listen to a story read aloud and identify major events in the story. (RL.1.3, SL.1.1)

Daily Review: A major event can be described based on what happened in a story.

Instructional Read-Aloud: *The Good Luck Cat* by Joy Harjo

- The teacher will read aloud *The Good Luck Cat*, explaining to the students that while they are listening to this story about a lucky cat, they should look for events in the story that show that the cat was lucky. During the second ‘reading’, the teacher will conduct a picture walk of the events in the story that show how Woogie was a lucky cat. Model this process using pages 4-5 and pages 6-7, stating the event that shows how Woogie was a lucky cat (for example, show the picture on pp. 4-5 and say, “In this event, Woogie was a lucky cat because the car motor could have cut off her tail.”). Write the event on an anchor chart titled, “Woogie is a lucky cat!” On pages 8-19, invite the students to participate in stating the event that shows Woogie was a lucky cat. The teacher will record student responses on the anchor chart.
- Precision Partner Work: Pair students in Partner A and Partner B. Use the sentence frames below to have the students share with one another an event that describes how Woogie is a lucky cat. Students may refer to the anchor chart if further support is needed.
 - Partner A: One reason Woogie is a lucky cat is because _____.
 - Partner B: Another reason Woogie is a lucky cat is because _____.

DIFFERENTIATED READING INSTRUCTION (50 minutes)

Students are at their seats, working at different literacy stations around the classroom, and meeting at the teacher table for small group instruction.

Flexible Small Group Instruction

The teacher will meet with small groups. The number of groups the teacher meets with per day is variable and is dependent upon what the data indicates is needed. For example, which students need remediation of deficit skills, which students need re-teaching of the focus standard, and/or which students have already met the standard and need enrichment/extension. The length of time each group meets also varies depending on what the teacher needs to accomplish. Some examples of groups that could occur are: a 5 minute explicit phonic word set, a 15 minute guided reading lesson, a

Sample Skill Lesson* (Remember in whole group, students were working on decoding *-ck* word families. This sample lesson is designed for students with grade-level skill deficits, so the focus skill will be narrowed to just short *a* for this sample lesson.)

Objective: SW decode short *a* cvc words. (RF.1.3)

Explicit Instruction

Review: “Yesterday, we worked on decoding short *i* words. Remember short *i* makes the /i/ sound like in the word, “pig.”

State learning objective: “Today we will be learning how to decode words with the short *a* sound so we can read words.” (Notice in this quick statement, the teacher explains the “what” and the “why” of the learning.)

Teach: Sound spelling: short *a* “A makes the /a/ sound. What sound does “a” make? Watch what my mouth does when I make the short /a/ sound. Everyone make the /a/ sound. Tell your shoulder partner what sound short *a* makes.” Model how to decode the first two words of the twelve-word set using the explicit phonics method. (man, fat)

Practice Students complete remaining ten words using explicit phonics method. Utilize error correction procedures if necessary. (hit, can, nip, gap, tin, tan, mit, mat, sand, pan)

Apply to Text

Teach high frequency words, “and, for, in” using Say It, Spell It, Say It strategy. (RF.1.3.g)

Decodable text: Nan and Pap (choral read pages 3-4, partner read pages 5-10)

Writing Dictation Students will write, “sat, nap, bat” on whiteboards. Teacher will check for accuracy and provide corrective prompts if needed.

Closure/Assessment What sound did we learn today? Rally Robin words that have the short *a* sound.

Note: All components may not be addressed in one lesson, but all components should be addressed within the week’s lesson.

Sample [Strategy Lesson](#)*

Objective: SW describe major events in the story, *Grasshopper's Gross Lunch*. (RL.1.3, SL.1.1)

Before Reading

Review: "This morning, we learned about story elements...the characters, setting, and events in a story. Remember events are something important that happens in the story. In *The Good Luck Cat*, the important events were Woogie escapes dangerous situations. Refer to anchor chart created during whole group.

State learning objective: "Today we will be learning how to describe events in this story, *Grasshopper's Gross Lunch*."

Book introduction and set purpose: "When we read stories, we can describe the important events that happen in the story. In this story, Grasshopper decides to try some different foods. Let's read to find out what events happen in *Grasshopper's Gross Lunch*."

Teach: Vocabulary—Teach: grazed Tell: groaned, grinned (L.1.6)

The teacher will read pp. 4-5 aloud and model how to describe the event and add it to a T-chart.

During Reading

Students will whisper read the book in its entirety. When finished, the teacher will ask the students to reread pp. 6-7 chorally. Have students describe the event that happened and record it on their T-chart with a partner.

After Reading

Students will complete the T-chart independently at their seats for pp. 8-12.

Closure/Assessment

Teacher will informally assess completed T-charts checking to see if all major events were recorded.

*Note: All components may not be addressed in one lesson, but all components should be addressed within the week's lesson.

*Note: These are just two types small group lessons that could occur during this time.

One-to-One or Group Conferences

During this block, the teacher will also conference with students, either individually or in small groups. The teacher should go to where the students are reading. The focus on the conference varies from student to student and again, is based on students' goals. Conferences can range from 3 to 5 min. in length.

Sample [Conference](#)

The teacher listens and **observes** student reading from a book in their book bag and notes what skills and strategies the student is using as well as a skill or strategy he/she needs to help improve their reading. Offer a specific compliment...“Max, you are doing a great job of decoding those short *a* words we’ve been working on.” Next, **teach**...“Those short *i* and *e* words can be tricky. Short *i* makes the /i/ sound like in the word *sit* and the short *e* makes the /e/ sound like in the word *hen*. Do you hear the difference in the two sounds? **Demonstrate**... Teacher writes “pin” and “pen” on a whiteboard and models how to decode the words by first segmenting the sounds and then blending them back together. “Max, now you give it a try. Read these two words (ten/tin).” Now try to read this page in your book again. Teacher provides prompts and cues if needed. **Restate**...“That’s it Max... *e* makes the /e/ sound and *i* makes the /i/ sound”. **Remind**...“Be sure to think about the difference between the *e* and *i* sound when you are reading. Keep practicing and I’ll check back with you in a few days.”

Group/Independent Tasks

When students are not meeting with the teacher in small groups or conferences, they are working independently in literacy work stations to practice and apply the concepts and skills taught in whole group and small group lessons.

Independent Reading: The students will read books from their individual book bags and record them in their book log.

Pocket Chart: The students will correctly sequence *The Good Luck Cat* using [picture cards](#). Then they will retell the story to their partner.

ABC/Word Study: The students will use [letter cards](#) to make words that end with *-ck* and then record their words on a small whiteboard.

Writing: The students will choose one example that shows Woogie was a lucky cat and write about it using words and pictures.

Computer/Technology: The students will practice skills already taught using computer programs specific to the school site such as Ticket to Read or Compass.

Listening: The students will listen to *Henry and Mudge The First Book* and respond in written form (pictures or words) using the [graphic organizer](#) “I Can Describe Important Parts of Stories”.

READING AND ANALYSIS OF COMPLEX TEXT (30 minutes)

Students are seated on the rug in the whole-group instruction area then move to their seats to work in small groups.

Objective: SW describe major events in a story using key details. (RL.1.3, RL.1.7, W.1.8, SL.1.1)

Text: *The Good Luck Cat* by Joy Harjo (instructional read-aloud during whole group instruction)

Lexile: AD540L

Purposeful Read-Aloud

Demonstration

- The teacher will tell students that one way to explore a text is to consider the *details* of the events within the story. Students will listen carefully for the details describing how Woogie is a lucky cat. The teacher will reread p. 5 (Woogie’s first life) and think aloud to identify the character, setting, and major event on pp. 4-5 using the words and picture. The teacher will ask, “What key details in the words and picture help us understand this event?” Students will turn and talk with a partner, and then the teacher will call on a few students to share out with the whole class. Using the [graphic organizer](#) “I Can Describe Important Parts of Stories!”, enlarged on chart paper or projected from the document camera so that all students can see it, the teacher will model how to record the students’ thinking for each section—character, setting, and a major event—of the chart/organizer using words and pictures.

Collaborative Engagement

- Next, the teacher will divide the students into seven groups. Each group will receive a copy from the text (pp. 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, one event/’life’ per group) and a chart-size [graphic organizer](#). Students will work in small groups to (1) reread the text and illustration, (2) discuss the characters, setting, and major event on their two pages, and (3) complete the graphic organizer using words and pictures.

Follow-up Discussion

- When small groups have completed their charts, the teacher will call the students back together and will lead a whole-class discussion to review how key details in words and pictures help us understand characters, settings, and major events in stories. The students will share with the rest of the class the chart they created in their small groups.

CLOSURE (5 minutes)

Students are seated on the rug.

Objective: SW partner talk to share one event from the story that demonstrates that Woogie is a lucky cat. (SL.1.1)

**The teacher may provide a sentence stem such as, “Woogie is a lucky cat because _____.”, for students needing extra support.*

WRITING INSTRUCTION (48 minutes)

Students are seated on the rug in the whole-group instruction area for the mini-lesson, return to their seats for independent writing time, and then meet again on the rug for closure.

Objective: SW write a story, a personal experience, about a time when they were lucky. (W.1.3, RL.1.3, SL.1.1, L.1.2a, L.1.2b, L.1.2d)

Mini-lesson (15 minutes)

- The teacher will review the story, *The Good Luck Cat*, and use page 7 as a mentor text. The teacher will show how the author used details to describe how Woogie, the cat, escaped getting hit by a car. The teacher will think aloud about a time when he/she was lucky and model how to write the event being sure to include details regarding what happened, temporal words, and a closing sentence.
- The teacher will have the students think about a time in their lives when they were lucky. Students will turn and talk to a partner, quickly sharing about a time when they were lucky. The teacher will ask several students to share their ideas with the whole group and the teacher will list their ideas on the whiteboard or on chart paper. Next the teacher will ask the students to say more to their partner about their experience, using details to describe their event (i.e. oral rehearsal). The teacher will send the students to their seats to begin writing a narrative about a time they were lucky.

Small Group/Independent Work (25 minutes)

- SW write about a time when they were lucky, including some details about what happened and a closing sentence
- *Students needing support may reference the list of ideas, use the high-frequency word wall, use sentence frames (i.e. "I was lucky when . . .").
- *Higher students may write complex or compound sentences.

During small group/independent work, the teacher will circulate and confer with individuals or small table groups. Additionally, the teacher may pull a small group of students together for more targeted instruction based upon assessment data and common needs.

Closure (5 minutes)

- Partner Feedback: The teacher will call the students back to the rug with the story they wrote. The students will share their writing with a partner. Listening partners will give their partner one compliment about his/her writing (i.e. "I like how you . . .") and one wish (i.e. "I wish you would have described . . .")
- The teacher will share one student's writing on the Elmo to highlight good use of details in their story.