
Wisconsin 1 English Language Arts / Reading

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Wisconsin
Grade	1 (Elementary)
Subject	English Language Arts / Reading
Course category	Core
Standards family	English Language Arts / Literacy
Framework	Wisconsin Academic Standards
Issuing agency	Wisconsin Department of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Reading Smoothly

Unit 3: Reading With Fluency · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What makes reading sound smooth?
Standards	Reading Smoothly -> RF.1.1 strand — text Shared Reading -> L.1.2 strand — text
Learning target	"I can read a text smoothly, not word by word."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will read grade-appropriate texts with accuracy and fluency.
- Students will read with appropriate phrasing and expression.

Success criteria (student-friendly)

- "I read the words correctly."
- "I group words together."
- "I read with expression."

Academic vocabulary

fluency, smooth, phrase, expression, punctuation

Materials and technology

- Grade-appropriate decodable texts
- Phrase-marked copies
- Audio model
- Partner reading spots
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child reads a passage with accuracy and phrasing.

Family communication

Take turns reading a page each and listen to each other.

Day 41 — What Smooth Reading Sounds Like

Week 9, Day 1 • Unit 3 • Standards: RF.1.1, L.1.2

Focus	Modelling fluency.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: teacher models fluent and choppy. Teach: the difference. Practise: identifying. Write: criteria charted. Reflect: target set.

Check for understanding

Student distinguishes fluent from choppy reading.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Reading in Phrases

Week 9, Day 2 · Unit 3 · Standards: RF.1.1, L.1.2

Focus	Phrasing.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: phrase-marked text. Teach: grouping words. Practise: phrase reading. Write: phrases marked. Reflect: smoothness noticed.

Check for understanding

Student reads a marked text in phrases rather than word by word.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Letting Punctuation Guide Me

Week 9, Day 3 · Unit 3 · Standards: RF.1.1, L.1.2

Focus	Punctuation and prosody.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: punctuated text. Teach: stops and pauses. Practise: reading to punctuation. Write: marks noticed. Reflect: function named.

Check for understanding

Student pauses appropriately at punctuation.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Reading With Expression

Week 9, Day 4 · Unit 3 · Standards: RF.1.1, L.1.2

Focus	Expression.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: dialogue text. Teach: voices and feeling. Practise: expressive reading. Write: notes on tone. Reflect: engagement noted.

Check for understanding

Student reads a line with appropriate expression.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Reading to a Partner

Week 9, Day 5 • Unit 3 • Standards: RF.1.1, L.1.2

Focus	Partner practice.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: paired texts. Teach: listening and helping kindly. Practise: partner reading. Write: feedback given. Reflect: routine set.

Check for understanding

Student reads to a partner and receives feedback.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Wisconsin Department of Public Instruction. Wisconsin Academic Standards. Retrieved 2026-07-27 from <https://dpi.wi.gov/standards>