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| Woodland Park School District |
| **Reading Curriculum Grade 1** |
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**Curriculum Team**

Teachers: Lisa Healey, Abigail Hope

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| **First Grade Course Description:**  In first-grade, children study comprehension, word solving, vocabulary, and fluency in fiction and nonfiction. In addition, there is an emphasis on phonics to set readers up for complex texts. Students at the end of the year zoom in on story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation. | |
| **Pacing Guide** | |
| **Content Area: Language Arts** |  |
| **Course Title: Reading** | **Grade Level: First** |
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| **Unit 1: Launching/Building Good Reading Habits** | **September – October (4-6 weeks)** |
| **Unit 2: Readers are Resourceful** | **October - November (4-6 weeks)** |
| **Unit 3: Reading Non-Fiction** | **November – December (8 weeks)** |
| **Unit 4: Readers Have Big Jobs to Do: Fluency, Phonics, & Comprehension** | **January – March (10 weeks)** |
| **Unit 5: A Study of Story Elements/Retelling** | **April- June (10 weeks)** |

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| **Unit Title: Launching/Building Good Habits** | **Grade Level: First** | | **Time Frame: September- October (4-6 weeks)** |
| **Overview:**  This unit will prepare students for Reader’s Workshop by teaching behaviors and strategies they will need to read independently, as part as a class, and with a partner. They will learn to set goals and build stamina. | | | |
| **New Jersey Student Learning Standards:**  **RL.1.1** Ask and answer questions about key details in a text.  **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.  **RL.1.10** With prompting and support, read and comprehend stories and poetry at grade level text complexity or above  **RF.1.1** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **RF.1.2** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  A. Distinguish long from short vowel sounds in spoken single-syllable words.  B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.  A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  B. Decode regularly spelled one-syllable words.  D. Distinguish long and short vowels when reading regularly spelled one-syllable words.  E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.  **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.  A. Read grade-level text with purpose and understanding.  B. Read grade-level text orally with accuracy, appropriate rate, and expression.  C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **SL.1.1**  Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under discussion.  **SL.1.6** Produce complete sentences when appropriate to task and situation.  **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Print all upper- and lowercase letters.  **L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Capitalize dates and names of people.  B. Use end punctuation for sentences.  D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  **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.  A. Use sentence-level context as a clue to the meaning of a word or phrase.  **L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | | |
| **Technology:**  **8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).** | | | |
| **21st Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee**  **Example:** Students will demonstrate, in whole and small group reading activities, their understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, problem solving, collaboration, listening, speaking, and taking turns.  **CRP4. Communicate clearly and effectively and with reason.**  **Example:** As part of the unit, students will use oral class discussions and written responses to build their conceptual understanding and comprehension while working with texts.  **9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.** | | | |
| **Interdisciplinary Connections:**  **Social Studies**  **6.3.4.A.1 Evaluate what makes a good rule or law. Example:** Establish routines and procedures of the reading workshop model. Students follow procedures when working independently, in partnerships, and in whole and small groups.  **Math 1.NBT Extend counting sequence**. Example: Readers keep track of their reading by counting the number of books read during reading workshop. **1.MD Represent and interpret data.** Example: Readers track their books read by using file folders noting the amount of books read with tally marks. | | | |
| **Unit Goals/Enduring Understandings:**   * Readers understand expectations and self-monitor by following the routines and procedures of Reading Workshop and related components * Readers build good reading habits by reading with engagement and independence, volume and stamina- 15 minutes * Readers build meaning, support word- solving, and increase comprehension by previewing text cover to cover   + Make predictions   + Identify characters and setting   + Anticipate story events or information provided * Readers are persistent and independent in tackling unfamiliar words by using and building upon reading strategies * Readers participate in collaborative conversations with partners by   + Following agreed upon norms for conversation   + Build on others’ ideas in conversation through multiple exchanges   + Asks and answer questions to clear up any confusion about meaning or text | | | |
| **Essential Questions**:   * How do we build good habits? * How do we show what Reader’s Workshop looks like and sounds like? * How does partnerships help us to understand our reading? * Why should we set individual goals when reading? * Why is important to tackle tricky words instead of skipping right over them and not going back? | | **Knowledge and Skills:**   * Book handling * Reading sorts * Book shopping * Independent reading * Word/reading strategies * Partner Reading * Participate in collaborative conversations   **Academic Vocabulary:** retell, reread, illustration, stamina, fluency, predict, visualize, characters, setting | |
| **Demonstration of Learning/Assessment:**   * Fountas & Pinnell Benchmark Assessment System * Anecdotal Notes (Guided Reading) * Running Records * Post-it notes * Post workshop share of skills and strategies * Teacher created assessment * Performance Assessment (optional) Students choose a book to read. * Have the students mark an important part of the story to share with a sticky note. * Students meet with their partner and share the part or the story they marked using illustrations/details from the story to describe characters, setting, and/or events. * After sharing have them tell their partner something they liked about their book. * Finally, their partner will ask a question about their book that they can answer. * Repeat the above with the other partner’s book. * The teacher should go around and listen to students while they share with partners.  |  | | --- | |  | | | | |
| **Suggested Mentor Texts:**   * “Ollie the Stomper” – Olivier Dunrea * “Ish”- Peter H. Reynolds * “Goldie Locks” (5 finger rule) * “It’s Mine” -Leo Lionni * **“**Knuffle Bunny” – Mo Williams * “Owen” – Kevin Henkes * “Chrysanthemum” – Kevin Henkes   **Resources:**   * Lucy Calkins Units of Study for Teaching Reading : Unit 1 “Building Good Reading Habits” * Units of Study Anchor Chart Notes/ Read-Aloud Prompts * Read-Aloud and Shared Reading Section of Unit 1 for Mentor Text Usage (p 94-113) * The First 25 days of Reading Workshop * Fundations | | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Unit 1 Title: Launching/Building Good Reading Habits** | | **Grade Level: First** | **Time Frame: September- October (4-6 weeks)** | |
| **Goals** | **Suggested Minilessons** | | | Teacher’s Notes |
| * Readers understand expectations and self-monitor by following the routines and procedures of Reading Workshop and related components * Readers build good reading habits by reading with engagement and independence, volume and stamina- 15 minutes | 1. Readers are part of a reading community with individual identities. 2. Readers take care of the books that they read and share with others 3. Readers read in places that make them feel comfortable. 4. Readers choose books that interest them 5. Readers can use the 5-finger rule to help select “just right” books 6. Shopping quickly and quietly for books allows readers more time to read. 7. In order to organize reading materials, readers keep their current books and supplies in their book bins. 8. Readers stay focused on their reading, even when distractions may arise 9. Conferences are an important part of reading workshop 10. Conferences are an important time for teacher and students to meet about reading progress and should be distraction-free 11. Talking with partnerships help readers deepen their own understanding and helps to recognize others' points of view. 12. Readers set goals to help push themselves to read for longer periods of time 13. Readers set goals to help push themselves to become better readers | | | Refer to **The First 25 Days** |
| * Readers build meaning, support word- solving, and increase comprehension by previewing text cover to cover | 1. Readers build good habits by taking a sneak peek and thinking about their books 2. Readers build good habits by showing they do “something” when they are finished reading; 1). Look back and think it over 2). Go back to their favorite part 3). Tell someone about it. 3. Readers build good habits by pushing themselves to read more and more books each day. 4. Readers build good habits by setting goals and making a check mark for each book they have read (“today I read two books and made two check marks, tomorrow I will read three books and make three checkmarks”). 5. Readers build good habits by rereading to make their voices smoother. 6. Readers build good habits by tracking with their eyes and scooping up more words. 7. Readers build good habits by rereading to see more. | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers are persistent and independent in tackling unfamiliar words by using and building upon reading strategies | 1. Readers tackle hard words by using the pictures as clues.   ***AC:*** *Good Habits for Solving Words*   1. Readers tackle hard words by understanding your bad habits and picking up good ones.   **AC:** *Drop That Bad Habit*   1. Readers tackle hard words by looking at all parts of a word and getting a running start.   ***AC:*** *Good Habits for Solving Words*   1. Readers tackle hard words by use meaning to figure out words (What makes sense?)   ***AC:*** *Good Habits for Solving Words*  Readers tackle hard words by double checking their reading (Does it look right; does it sound right?) ***AC:*** *Good Habits for Solving Words*   1. Readers tackle hard words by not giving up and using strategies for what makes sense.   ***AC:*** *Good Habits for Solving Words*   1. Readers tackle hard words by switching the vowel sound and trying it another way.   ***AC:*** *Good Habits for Solving Words* | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers participate in collaborative conversations with | 1. Reading partners show good habits by introducing their books to each other.   ***AC:*** *Reading partners work together*   1. Reading partners show good habits by helping and cheering for each other to get stronger.   ***AC:*** *Good Habits for Solving Words*   1. Reading partners show good habits by rereading and using pictures to retell.   ***AC:*** *Good Habits for Solving Words*   1. Reading partners show good habits by celebrating and setting new goals. | | | Refer to **GETTING READY** notes at beginning of each session |

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| **Unit 2: Readers are Resourceful** | **Grade Level: First** | **Time Frame: October-November (4-6 weeks)** | | |
| **New Jersey Student Learning Standards:**  **RL.1.1** Ask and answer questions about key details in a text.  **RL.1.7**  Use illustrations and details in a story to describe its characters, setting, or events.  **RL.1.10** With prompting and support, read and comprehend stories and poetry at grade level text complexity or above  **RF.1.1** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **RF.1.2**  Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  A. Distinguish long from short vowel sounds in spoken single-syllable words.  B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.  A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  B. Decode regularly spelled one-syllable words.  D. Distinguish long and short vowels when reading regularly spelled one-syllable words.  E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.  **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.  A. Read grade-level text with purpose and understanding.  B. Read grade-level text orally with accuracy, appropriate rate, and expression.  C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **SL.1.1**  Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under discussion.  **SL.1.6** Produce complete sentences when appropriate to task and situation.  **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Print all upper- and lowercase letters. | | | |
| **Technology:**  **8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).** | | | |
| **21st Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee**  Example:Students will demonstrate, in whole and small group reading activities, their understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, problem solving, collaboration, listening, speaking, and taking turns.  **CRP4. Communicate clearly and effectively and with reason.**  Example:As part of the unit, students will use oral class discussions and written responses to build  their conceptual understanding and comprehension while working with informational texts.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. | | | |
| **Interdisciplinary Connections:**  **Social Studies** **6.3.4.A.1 Evaluate what makes a good rule or law.** Example: Establish routines and procedures of the reading workshop model. Students follow procedures when working independently, in partnerships, and in whole and small groups.  **Math 1.NBT Extend counting sequence.** Example: Readers keep track of their reading by counting the number of books read during reading workshop.  **1.MD Represent and interpret data.** Example: Readers track their books read by using file folders noting the amount of books read with tally marks. | | | |
| **Unit Goals/Enduring Understandings:**   * Readers are resourceful in solving unfamiliar words by:   + Using visual cues   + Using meaning cues   + Using syntax/structure cues * Readers solve for unfamiliar words by using multiple word-solving strategies * Readers reread with a variety of purposes by planning how they will reread independently and with a partner   + Fluency and expression   + Fixing tricky words or confusing parts   + Finding information and important parts   + Studying characters | | | |
| **Essential Questions**:   * How can I think about the story and how books sound to help me figure out unfamiliar words? * How do I make sure I notice when something I read doesn’t sound right or make sense? * How can I reread my books many times to make my reading sound better and to help me understand more about books? | | | **Knowledge and Skills:**   * Use of visual cues * Use of meaning cues * Use of syntax/structure * Rereading * Inquiry * Self-monitoring * Transfer   **Academic Vocabulary:** retell, reread, connections, title, cover, illustrations/pictures, first, next, then, finally |
| **Demonstration of Learning/Assessment:**   * Fountas and Pinnell Benchmark Assessment System * Conference Note * Anecdotal Notes (Guided Reading) * Running Records * Post-it notes * Post workshop share of skills and strategies * Teacher created assessments * Performance Assessment (optional)  |  | | --- | | * Have students independently read a good fit book. Reading A to Z could be utilized as resource for good fit books. Non-readers may use a familiar read aloud or wordless book. * After they read the book, have them write/draw to retell the most important parts of the story. This could be done using 4-5 sticky notes or a piece of paper or storyboard divided into 4 equal parts. * Finally, have an inside-outside circle where the students rotate around, sharing their work and retelling the story, with their classmates. (Half of the class stands in a circle, spread out around the edge room. The other half makes a circle inside of that circle, pairing up with a classmate in the outside circle. Give time for partners to share and then have the inside circle rotate to the right). | | | | |
| **Suggested Mentor Texts:**   * *The Pond* by Janice Boland (Bend II)   **Resources:**   * If…Then…Curriculum- Readers are Resourceful (pgs. 25-46) * Fundations | | | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Unit 2 Title: Readers are Resourceful** | | **Grade Level: First** | **Time Frame: October (6 weeks)** | |
| **Overview:**  This unit will teach students strategies to understand and figure out words so that they are able to read more challenging books. It is the goal for your students to become active problem solvers when reading. | | | | |
| **Goals** | **Suggested Mini-lessons** | | | Teacher’s Notes |
| * Readers are resourceful in solving unfamiliar words by:   + Using visual cues   + Using meaning cues   + Using syntax/structure cues | * Readers are resourceful problem solvers. We ask ourselves, “How do readers know when they need to go back and fix things up? What signs do we look out for?”   + AC: Readers watch out for signs to go back and fix things up * Readers use the meaning of the story to figure out tricky parts. We think about the whole book, the cover, the pictures, and what the book is mostly about. * Readers think about what they already know to get ready to read harder, longer books. We ask ourselves, “This reminds me of…” or “This is just like…” or “I’ve seen this before…” * While reading, readers ask themselves, “What makes sense?” We think about the illustrations and what we know about the topic. We think about what the book is mostly about, and what we have read so far to decide what makes sense.   + AC: How do I figure out what sounds right? * Readers notice a pattern in our book and we hang on to it as we read through the rest of the pages. IF we forget the pattern, we start back at the beginning and use the pictures to help us figure out how the book goes. * Readers often stop on each page to make sure our reading makes sense. On every page we ask ourselves, “Did my reading make sense?  Did it sound right? Did it look right?” If something doesn’t seem right, we fix it. | | |  |
| * Readers solve for unfamiliar words by using multiple word-solving strategies | * Readers are flexible. When readers come across a problem, we don’t just try one thing. We try many different things until we are able to figure it out. * Readers try many different strategies to help us figure out an unfamiliar word. We double check to see if we are correct by asking three questions: “Does is make sense? Does it sound like a book? Does it look right?” * Readers often make plans for the strategies we will try. We name the strategies we may want to try and look at the anchor charts around the room to help us. * Sometimes, when readers can’t figure out a tricky word or part, we use Post-Its to mark the spot and move on. Later, we may ask a partner for help. | | |  |
| * Readers reread with a variety of purposes by planning how they will reread independently and with a partner | * Readers reread books multiple times! Everyone rereads books. Expert readers are always rereading for many reasons and many purposes. * Readers reread for a variety of purposes. We try out different things each time we read. We may concentrate on getting tricky words right, making our voice sound smooth or looking for important/interesting places to share with our partner. * Readers reread independently and with a partner. We can plan our rereading. It can be helpful to create a book mark or chart with ways to reread listed to help in this planning. * It is helpful for readers to use the charts around the room to help plan for rereading both with a partner and independently. * Partners work is not just about sharing our books. We can read together, talk about our books and characters, ask and answer questions and help each other. * Partners try different ways to read together. You can read in one voice together, echo read, take turns reading books, or invent a new way to read together. * Readers improve fluency by: * Rereading to solve for tricky words * Rereading to find new things * Rereading to smooth out reading | | |  |

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| **Unit Title: Reading Nonfiction** | **Grade Level: First** | | **Time Frame: November-December (7-8 weeks)** |
| **Overview:**  This unit will help children apply all they know about reading to nonfiction text. You will teach students how to approach nonfiction text as well as study text features to understand content specific words and learn more about a topic. Finally, children will be able to teach the class what they learned about their topic. | | | |
| **New Jersey Student Learning Standards:**  **RI.1.1** Ask and answer questions about key details in a text.,  **RI.1.2** Identify the main topic and retell key details of a text.,  **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information.,  **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **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.  **RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  **RI.1.7** Use the illustrations and details in a text to describe its key ideas.,  **RI.1.9,** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **RI.1.10** With prompting and support, read informational texts at grade level text complexity or above.  **RF.1.1** Demonstrate mastery of the organization and basic features of print including those listed under kindergarten foundation skills.  A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **RF.1.2**  Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  A. Distinguish long from short vowel sounds in spoken single-syllable words.  B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **RF.1.3**  Know and apply grade-level phonics and word analysis skills in decoding words.  A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  B. Decode regularly spelled one-syllable words.  D. Distinguish long and short vowels when reading regularly spelled one-syllable words.  E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.  **RF.1.4**  Read with sufficient accuracy and fluency to support comprehension.  A. Read grade-level text with purpose and understanding.  B. Read grade-level text orally with accuracy, appropriate rate, and expression.  C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **SL.1.1**  Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under discussion.  **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Print all upper- and lowercase letters.  B. Use common, proper, and possessive nouns.  C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  **L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Capitalize dates and names of people.  B. Use end punctuation for sentences.  D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  **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.  A. Use sentence-level context as a clue to the meaning of a word or phrase.  **L.1.5** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.  A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).  **L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | | |
| **Technology**  **8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).** | | | |
| **21st Century Skills**  **CRP4 Communicate clearly and effectively and with reason.**  **CRP6. Demonstrate creativity and innovation.**  **Example:** As part of the unit, after conducting research on what makes them special, the students  will use their new learning to create a song, travel poster, diorama, game, and or a list to demonstrate their understanding.  **9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. | | | |
| **Interdisciplinary Connections**  **Science**  **1-LS1-2** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.  **1-ESS1-1** Use observations of the sun moon and stars to describe patterns that can be predicted.  **1-ESS1-2** Make observations at different times of year to relate the amount of daylight to the time of year.    Example: Teacher selects topics for nonfiction reading, builds background knowledge and discusses plants and animals, energy, earth and space.  **Social Studies**  **6.1.4.B.1** Determine locations of places and interpret information available on maps and globes.  Example: After reading informational books on maps, students discuss why maps are useful and create maps including compass rose, cardinal directions and map key. | | | |
| **Unit Goals/Enduring Understandings:**   * Readers become experts on their topics by using multiple comprehension strategies   + Previewing text   + Predicting   + Noticing and using text structure   + Synthesizing information from multiple sources (pictures, print, text boxes) * Readers determine meaning of unfamiliar words by using pictures, words and what they know about the topic * Reading partners become experts by incorporating all the keywords (domain specific) they encounter into conversations about their topic * Readers become experts by using text features (such as photograph/caption, text box, bold words, heading…) and text structure (such as question/answer, descriptive, main topic and supporting details…) to gain in depth understanding of the topic * Readers of informational text read like expects by using their voices to show big feelings of each part and to highlight key words | | | |
| **Essential Questions**:   * As readers how do we read like experts? * What does it mean to be an expert? * How do I become an expert on a topic? | | **Knowledge and Skills:**   * Previewing * Predicting * Synthesizing * Questioning * Decoding * Reread * Use of Intonation * Fluency * Integrate knowledge from multiple sources * Monitor for meaning * Determine importance * Reading fluently * Understanding the difference between fiction and nonfiction   **Academic Vocabulary:** Text Features, Table of Contents, Glossary, Photos, Captions, Index, Italics, Headings, Icons, main topic, key details, illustration, retell, informational text, connections, questions | |
| **Demonstration of Learning/Assessment:**   * Fountas and Pinnell Benchmark Assessment System * Conference Note * Anecdotal Notes (Guided Reading) * Running Records * Post-it notes * Teacher created assessment * Performance Assessment (optional)  |  | | --- | | Students will prepare a presentation that includes a visual to share with a buddy. During their presentation they will demonstrate that they are an expert on their topic, using a teaching voice to present the key details on their topic. Their visual will incorporate a variety of text features to demonstrate their understanding of informational text. | | | | |
| **Mentor Texts:**   * “Super Storms”- Seymour Simon * “Owls”- Mary R. Dunn * “Hang on Monkey”- Susan B. Neuman   **Resources:**   * Lucy Calkins Units of Study for Teaching Reading: Unit 2 “Learning About the World” * Units of Study Anchor Chart Notes * Read-Aloud and Shared Reading Section of Unit 2 for Mentor Text Usage (p 115-134) * Fundations | | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Unit Title: Reading Nonfiction** | | **Grade Level: First** | **Time Frame: November-December (7-8 weeks)** | |
| **Goals** | **Suggested Mini-lessons** | | | Teacher’s Notes |
| * Readers become experts on their topics by using multiple comprehension strategies | 1. Readers get smart about their topic by taking a sneak peek to learn more “stuff” about their topic. We preview the pictures and think about what we might be learning.   **AC:** *How to Get Super Smart about Nonfiction Topics* -Sneak Peak   1. Readers get smart about their topic by reading each page closely, getting as much information we can out of it. We read the whole book that way thinking that each page can make us smarter.   **AC:** *How to Get Super Smart about Nonfiction Topics* -Stop and Study Each Page, Mid-Point- Guess What Might Come Next   1. Readers get smart about their topic by using their own words and ideas to having little chats about the topic   **AC:** *How to Get Super Smart about Nonfiction Topics* -Chat about a page or book   1. Readers show that they “got smart” about their topic by looking back at their books and trying to remember all that the book taught them 2. Readers become fluent by making their voice sound smoother and livelier as they read. (Tone, pace, expression)   **AC:** *How to Get Super Smart about Nonfiction Topics*   1. Readers celebrate their learning by sharing important ideas about their books. | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers determine meaning of unfamiliar words by using pictures, words and what they know about the topic | 1. Readers tackle hard words by using strategies: everything they for solving hard words   *(****Refer to AC****: Good Habits for Solving Hard Words)*   1. Readers tackle hard words by using strategies: crashing parts of words together and thinking about what makes sense   ***AC****: Good Habits for Solving Hard Words*   1. Readers tackle hard words by checking that words look right and make sense (do a s-l-o-w check)   ***AC****: Good Habits for Solving Hard Words*   1. Readers tackle hard words by not allowing the words to stop them and thinking what does this new word mean   ***AC****: Good Habits for Solving Hard Words*   1. Readers tackle hard words by looking out for and owning key words   **AC:** *How to Get Super Smart about Nonfiction Topics*   1. Readers tackle hard words by rereading sentences and pages for fluency and meaning | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers of informational text read like expects by using their voices to show big feelings of each part and to highlight key words | 1. Readers become experts by marking interesting or important pages in their books   ***AC:*** *How to Read Aloud Like an Expert*   1. Readers become experts by reading with feeling   ***AC:*** *How to Read Aloud Like an Expert*   1. Readers become experts by reading like writers: visualizing pictures in their minds   ***AC:*** *How to Read Aloud Like an Expert*   1. Readers become experts by teaching others what key words mean   ***AC:*** *How to Read Aloud Like an Expert*   1. Readers become experts by bringing information books to life with drama   ***AC:*** *How to Read Aloud Like an Expert*   1. Readers celebrate by sharing the information with their audience or partner | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers become experts by using text features (such as photograph/caption, text box, bold words, heading…) and text structure (such as compare/contrast, descriptive, main topic and supporting details…) to gain in depth understanding of the topic | 1. Readers understand nonfiction text features: Table of Contents   ***AC:*** *Nonfiction Story Elements*   1. Readers understand nonfiction text features: Glossary   ***AC:*** *Nonfiction Story Elements*   1. Readers understand nonfiction text features: Photos   ***AC:*** *Nonfiction Story Elements*   1. Readers understand nonfiction text features Captions   ***AC:*** *Nonfiction Story Elements*   1. Readers understand nonfiction text features: Index   ***AC:*** *Nonfiction Story Elements*   1. Readers understand nonfiction text features: Italics   ***AC:*** *Nonfiction Story Elements*   1. Readers understand nonfiction text features: Headings   ***AC:*** *Nonfiction Story Elements*   1. Readers understand nonfiction text features: Icons and Electronic Menu   ***AC:*** *Nonfiction Story Elements* | | | Refer to **GETTING READY** notes at beginning of each session  \*Anchor chart is not a Lucy resource |

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| **Unit 4: Reading Have Big Jobs to Do: Fluency, Phonics, and Comprehension** | **Grade Level: First** | **Time Frame: January – March (10 weeks)** |
| **Unit Overview:**  In this unit readers will retell the story’s events including character, setting, plot, and problem and solution. Readers can be their own teachers, working hard to figure out tricky words and parts in books. | | |
| **NJ Student Learning Standards:**  **RL.1.1** Ask and answer questions about key details in a text.  **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RL.1.3** Describe characters, settings, and major event(s) in a story, using key details.  **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  **RL.1.6** Identify who is telling the story at various points in a text  **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.  **RF.1.2**  Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  A. Distinguish long from short vowel sounds in spoken single-syllable words.  B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **RF.1.3**  Know and apply grade-level phonics and word analysis skills in decoding words.  A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  B. Decode regularly spelled one-syllable words.  C. Know final -e and common vowel team conventions for representing long vowel sounds.  D. Distinguish long and short vowels when reading regularly spelled one-syllable words.  E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.  **RF.1.4**  Read with sufficient accuracy and fluency to support comprehension.  A. Read grade-level text with purpose and understanding.  B. Read grade-level text orally with accuracy, appropriate rate, and expression.  C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **SL.1.1**  Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under discussion.  **SL.1.2**  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  **SL.1.6** Produce complete sentences when appropriate to task and situation.  **Language Standards:**  **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Print all upper- and lowercase letters.  B. Use common, proper, and possessive nouns.  C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  F. Use frequently occurring adjectives.  G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  H. Use determiners (e.g., articles, demonstratives).  I. Use frequently occurring prepositions (e.g., during, beyond, toward).  **L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Capitalize dates and names of people.  B. Use end punctuation for sentences.  C. Use commas in dates and to separate single words in a series.  D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  **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.  A. Use sentence-level context as a clue to the meaning of a word or phrase.  B. Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, - less) as a clue to the meaning of a word.  C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  **L.1.5** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.  A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).  D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  **L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | |
| **Technology Implementation**  8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). | | |
| **21st Century Skills**  **CRP4 Communicate clearly and effectively and with reason**. **CRP6. Demonstrate creativity and innovation.**  **Example:** As part of the unit, after conducting research on what makes them special, the students  will use their new learning to create a song, travel poster, diorama, game, and or a list to demonstrate their understanding.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. | | |
| **Interdisciplinary Connections**  **Science**  **1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs.**  **1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.**  Example: After reading Frog & Toad, students will investigate how amphibians’ structures help them survive (move, eat, breathe, and have shelter). Students will also explore life cycle of frogs and what their habitats provide for them. | | |
| **Unit Goals/Enduring Understandings:**   * Readers monitor their reading and take action when they encounter difficulty by stopping at the first sign of trouble and trying multiple strategies until they solve the problem. * Readers solve for multisyllabic words, words with complex spelling patterns, and new vocabulary by efficiently using meaning, structure, and visual based strategies with little interruptions to fluency. * Readers monitor for meaning by   + Stopping and rereading to clarify   + Envisioning drawing from both illustration and txt   + Keeping track of who dialogue   + Thinking about new vocabulary meaning * Partners support each other in reading by   + Sharing word solving strategies   + Sharing comprehension strategies   + Sharing new vocabulary   Talking about books (retell, describe characters, settings and major events) | | |
| **Essential Questions**:   * As readers what tools help us to solve unknown words? * As readers how do our tools help us understand what we are reading? | **Knowledge and Skills:**   * Reading strategies * Word strategies * Schema * Visualizing * Reading fluency * Reading Comprehension   **Academic Vocabulary:** retell, reread, characters, pictures, illustrations, key details, first, next, then, finally, fluency, schema, visualize | |
| **Demonstration of Learning/Assessment:**   * Fountas and Pinnell Benchmark Assessment System * Anecdotal and Conferring Notes (Guided Reading) * Running Records * Post-it notes * Post workshop share of skills and strategies * Teacher created assessment | | |
| **Suggested Mentor Texts:**   * “Frog and Toad Are Friends”- Arnold Lobel * “Tumbleweed Stew” – Susan Stevens Crummel * “My Friends” – Taro Gomi * “The Relatives Came” Cynthia Rylant * “Julius”- Angela Johnson * “The Snowy Day”- Ezra Jack Keats * “Quick as a Cricket” – Audrey Wood   **Resources:**   * Lucy Calkins Units of Study for Teaching Reading: Unit 3 “Readers Have Big Jobs to Do” * Units of Study Anchor Chart Notes * Read-Aloud and Shared Reading Section of Unit 3 for Mentor Text Usage (p 116-138) * Fundations | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Unit 4: Readers Have Big Jobs to Do** | | **Grade Level: First** | **Time Frame: January – March (10 weeks)** | |
| **Goals** | **Suggested Mini-lessons** | | | Teacher’s Notes |
| * Readers monitor their reading and take action when they encounter difficulty by stopping at the first sign of trouble and trying multiple strategies until they solve the problem | 1. Readers build their fluency by stopping at the first sign of trouble and trying “something.”   **AC:** *Be the Boss of Your Reading*   1. Readers build fluency by using *everything* they know to solve a word.   **AC:** *Be the Boss of Your Reading*   1. Readers build fluency by checking and self-monitoring   **AC:** *Be the Boss of Your Reading*   1. Readers build fluency by making a strategy plan 2. Readers build fluency by working with partners to solve hard problems   **AC:** Reading Partners work together | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers solve for multisyllabic words, words with complex spelling patterns, and new vocabulary by efficiently using meaning, structure, and visual based strategies with little interruptions to fluency. | 1. Readers use tools to build fluency by thinking about the story to problem solve words   **AC:** Tools for Solving and Checking Hard Words   1. Readers use tools to build fluency by thinking: What would sound right? What word would fit here?   **AC:** Tools for Solving and Checking Hard Words   1. Readers use tools to build fluency by breaking a word into parts   **AC:** Tools for Solving and Checking Hard Words   1. Readers use tools to build fluency by using words they know to solve words they don’t know   **AC:** Tools for Solving and Checking Hard Words   1. Readers use tools to build fluency by trying sounds many ways to figure out words   **AC:** Caught You! Sneaky Sounds   1. Readers use tools to build fluency by reading sight words in a snap   **AC:** Tools for Solving and Checking Hard Words | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers monitor for meaning by   + Stopping and rereading to clarify   + Envisioning drawing from both illustration and txt   + Keeping track of who dialogue   + Thinking about new vocabulary meaning | 1. Readers use tools to understand their books by rereading if they don’t get it   **AC:** Tools for Understanding Our Books (check that you are getting it)   1. Readers use tools to understand their books by visualizing a movie in their mind to picture what is happening   **AC:** Tools for Understanding Our Books (make a movie to picture what’s happening)   1. Readers use tools to understand their books by noticing who’s talking- dialogue.   **AC:** Tools for Understanding Our Books (keep track of who’s talking   1. Readers use tools to understand their books by figuring out meaning of new words.   **AC:** Tools for Understanding Our Books (say the word the best you and think about what it means) | | | Refer to **GETTING READY** notes at beginning of each session |
| * Partners support each other in reading by   + Sharing word solving strategies   + Sharing comprehension strategies   + Sharing new vocabulary   + Talking about books (retell, describe characters, settings and major events) | 1. Readers use everything they know to get the job done by using all of their tools   **Refer to AC:**  Tools for Understanding Our Books, Tools for Solving and Checking Hard Words and Be the Boss of Your Reading   1. Readers use everything they know to get the job done by reading with expression   **AC:**  Ways to Read Like a Reading STAR!   1. Readers use everything they know to get the job done by providing feedback to their partners about how their reading sounds | | |  |

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| **Unit 5: A Study of Story Elements and Retelling** | **Grade Level: First** | | **Time Frame: April-June (10 weeks)** |
| **Overview:**  In this unit, readers will get to know characters just like their friends. Readers will learn to get to know characters to understand books well. | | | |
| **New Jersey Student Learning Standards:**  **RL.1.1** Ask and answer questions about key details in a text.  **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RL.1.3**  Describe characters, settings, and major event(s) in a story, using key details.  **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  **RL.1.6** Identify who is telling the story at various points in a text.  **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.  **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.  **RF.1.2** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  A. Distinguish long from short vowel sounds in spoken single-syllable words.  B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.  A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  B. Decode regularly spelled one-syllable words.  C. Know final -e and common vowel team conventions for representing long vowel sounds.  D. Distinguish long and short vowels when reading regularly spelled one-syllable words.  E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.  **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.  A. Read grade-level text with purpose and understanding.  B. Read grade-level text orally with accuracy, appropriate rate, and expression.  C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under discussion.  **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented  **SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  **SL.1.6** produce complete sentences when appropriate to task and situation.  **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Print all upper- and lowercase letters.  B. Use common, proper, and possessive nouns.  C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  F. Use frequently occurring adjectives.  G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  H. Use determiners (e.g., articles, demonstratives).  I. Use frequently occurring prepositions (e.g., during, beyond, toward).  J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  **L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Capitalize dates and names of people.  B. Use end punctuation for sentences.  C. Use commas in dates and to separate single words in a series.  D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  **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.  A. Use sentence-level context as a clue to the meaning of a word or phrase.  B. Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, - less) as a clue to the meaning of a word.  C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  **L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | | |
| **Technology**  **8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).** | | | |
| **21st Century Skills**  **CRP2 Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively and with reason. CRP12 Work productively in teams while using cultural global competence.**  **9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.** | | | |
| **Interdisciplinary Connections**  **Social Studies** **6.1.4.A.15** In an interconnected world, it’s important to consider different cultural perspectives before proposing solutions to local, state, national and global challenges. Example: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.  **6.1.4.A.16** In an interconnected world, increased collaboration is needed by individuals, groups and nations to solve global problems. Explore how national and international leaders, business, and global organizations promote human rights and provide aide to individuals and nations in need.  Example: When inferring about texts, readers make text-text, text-to-self and text-to-world connections as discussed during Social Studies. | | | |
| **Unit Goals/Enduring Understandings:**   * Readers retell by:   + Identifying setting and characters   + Identifying important events in the sequence in which they occurred * Readers understand characters and their relationships by considering their like and dislikes, wants and needs, and inferring their feelings and motivations * Readers demonstrate an understanding of the central message by identifying lessons that characters learn and “big life lessons” that anyone can learn * Readers form opinions about books by crafting opinions and providing a reason for their judgment | | | |
| **Essential Questions**:   * As readers how do we show that we understand what we have read? * As readers how do we examine character traits? * As readers how do we reflect on the stories we have read? * As readers how do we express our opinions about books? | | **Knowledge and Skills:**   * Retell * Story elements: characters, setting, plot * Characters: traits, voice, relationships * Prediction * Sequencing * Vocabulary acquisition * Interpretation * Reflection * Making connections * Inference   **Academic Vocabulary:** fiction, non-fiction, genre, opinion, character, setting, plot, connection, sequence, predict, retell, lesson, compare, contrast, detail, author, illustrator | |
| **Demonstration of Learning/Assessment:**   * Fountas and Pinnell Benchmark Assessment System * Conference Note * Anecdotal Notes (Guided Reading) * Running Records * Post-it notes * Teacher created assessment | | | |
| **Suggested Mentor Texts:**   * “Upstairs Mouse, Downstairs Mole”- Wong Herbert Yee * “George and Martha”- James Marshall * “Iris and Walter and the Field Trip”- Elissa Haden Guest * “Mr. Putter and Tabby Drop the Ball” – Cynthia Rylant * “Going Places” – Peter and Paul Reynolds   **Resources:**   * Lucy Calkins Units of Study for Teaching Reading : Unit 4 “Meeting Characters and Learning Lessons” * Units of Study Anchor Chart Notes * Read-Aloud and Shared Reading Section of Unit 4 for Mentor Text Usage (p 106-125) * Fundations | | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Goals** | **Suggested Mini-lessons** | | | Teacher’s Notes |
| * Readers retell by:   + Identifying setting and characters   + Identifying important events in the sequence in which they occurred | 1. Readers go on adventures by previewing a story and asking where are the characters going? What are they doing?   **AC:** Off We Go! Readers Go on Adventures! (Get ready! Take a sneak peek)   1. Readers go on adventures by retelling their stories   **AC:** Partners Share Their Reading Adventures   1. Readers go on adventures by predicting what might happen next   **AC:** Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures   1. Readers go on adventures by marking important parts of stories with post-its   **AC:** Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures   1. Readers go on adventures by revisiting books to notice more   **AC:** Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures   1. Readers go on adventures by rereading to notice story parts that go together   **AC:** Off We Go! Readers Go on Adventures! | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers understand characters and their relationships by considering their like and dislikes, wants and needs, and inferring their feelings and motivations | 1. Readers better understand characters by learning about the main character   **AC:** Readers Meet Characters Along the Way   1. Readers better understand characters by noticing the relationship of other charters in the story to the main character   **AC:** Readers Meet Characters Along the Way   1. Readers better understand characters by rereading to understand the details better   **AC:** Readers Meet Characters Along the Way   1. Readers better understand characters by becoming the character   **AC:** Readers Meet Characters Along the Way   1. Readers better understand characters by changing their reading voice to show character’s feelings   **AC:** Readers better understand characters by   1. Readers better understand characters by asking themselves “what clues do authors leave that help me bring characters to life?”   **AC:** Clues that Help Readers Know How to Read   1. Readers better understand characters by rereading to smooth out their voices and show no feelings   **AC:** Clues that Help Readers Know How to Read | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers demonstrate an understanding of the central message by identifying lessons that characters learn and “big life lessons” that anyone can learn | 1. Readers learn lessons from books by discovering little life lessons in their stories   **AC:** Readers Learn Lessons   1. Readers learn lessons from books by predicting and wondering what the story will teach   **AC:**  Readers Learn Lessons   1. Readers learn lessons from books by comparing and contrasting books (What is the same?, What is different?) text-to-text connections   **AC:**  Readers Learn Lessons   1. Readers learn lessons from books by comparing lesson learned in two books | | | Refer to **GETTING READY** notes at beginning of each session |
| * Readers form opinions about books by crafting opinions and providing a reason for their judgment | 1. Readers share opinions about books they have read by recommending beloved books to a friend   **AC:** Recommend Books You Love   1. Readers share opinions about books they have read by celebrating their favorite stories | | | Refer to **GETTING READY** notes at beginning of each session |