

School District of South Orange-Maplewood

English Language Arts Reading Curriculum – Grade 1



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**

2017-2018

THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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Donna Grohman

Unit Description: Building Good Reading Habits – Book 1

This unit will serve as an introduction for new first graders to reading workshop. Building on routines from Kindergarten, students will learn to be independent readers, to work in partnerships, and to be active members of the classroom reading community. Additional focus will be on emergent reading behaviors: print orientation, letter/sound correspondence, oral fluency, and comprehension. Throughout the unit, you will convey a sense of urgency and excitement to your students about reading. Increasing stamina for reading will also be of primary focus in this unit. This will inspire the students to take charge of their lives as readers.

Assessments will include running records, high frequency word inventories, letter-sound assessments, and for some students, concepts of print assessments.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i>	
☐ Readers are active members of a class reading community and know the reading routines. ☐ Readers read/work independently, with partners, and in small and large groups, using various strategies. ☐ Readers are excited about being in charge of their lives as readers.	
Performance Standards: Benchmark Instructional Levels: D/E	Time Line: September - October Duration of Unit: 5-6 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How can I be the kind of reader who reads for the whole time during reading? ☐ How can I be the kind of reader who gets ready to talk to my partner?	Students will understand that... ☐ Increasing stamina makes better readers. ☐ Readers use multiple strategies when reading gets tricky. ☐ Partners and peers are an important tool for reading reflection, conversation, and improvement. ☐ Approaching reading with enthusiasm makes the reader invested in the work.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend 1: Habits for Reading Long and Strong: In Bend 1, students will learn the importance of previewing, rereading, and oral fluency in making them stronger and more independent readers. • Readers use previewing to prepare for reading. (Session 1) • Readers retell a story or important parts of books after they finish. (Session 2) • Readers increase the volume of books they read in order to get better. (Session 3) • Good readers set goals for themselves during reading workshop. These goals are specific to something they just they want to work on. (Session 4) • By rereading out loud, readers make their voices smoother. (Session 5) • By rereading a book many times, readers can see more words at once to read clearly and smoothly. (Session 6) • Readers see and read more every time they read/reread. (Session 7)
Reading Standards for Literature		
Key Ideas and Details:		
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 events in a story using key details.	
Craft and Structure:		
RL.1.4	☐ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Integration of Knowledge and Ideas		
RL.1.7	☐ Use illustrations and details in a story to describe its characters, setting or events.	
Range of Reading and Level of Text Complexity		
RL.1.10	☐ With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
Reading Standards for Informational Text		
Key Ideas and Details		
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 in a text.	
Craft and Structure		
RI.1.4	☐ Ask and answer questions to help	

RI.1.6	determine or clarify the meaning of words and phrases in a text. ☐ Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Integration of Knowledge and Ideas:		
RI.1.7	☐ Use the illustrations and details in a text to describe its key ideas.	
Range of Reading and Level of Text Complexity		
RI.1.10	☐ With prompting and support, read informational texts at grade level complexity or above.	
Foundational Skills		
Print Concepts		
RF 1.1	☐ Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	
Phonological Awareness		
RF 1.2	☐ Demonstrate master 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.	
Phonics and Word Recognition		
RF 1.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words.	
RF 1.4	☐ Read with sufficient accuracy and fluency to support comprehension.	

<u>Reading Standards for Literature</u> Key Ideas and Details:		Instructional Focus Bend II: Habits for Tackling Even the Hardest Words: In the Bend, readers will learn to figure out unknown words using multiple strategies at the same time. Emphasis on meaning will be taught and encouraged. • Readers can use pictures to figure out the words in a book. (Session 8) • Readers replace bad habits with better ones as they become stronger readers. (Session 9) • Readers look at every part of a word to figure it out. (Session 10) • Readers use meaning to help them by listening for what makes sense when reading. (Session 11) • Good readers go back to double check their reading. (Session 12) • Strong readers don't give up when the book/part is hard; they try and try and try. (Session 13) • Readers can't rely on just one way to figure out tricky words. (Session 14)
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 events in a story using key details.	
Craft and Structure:		
RL.1.4	☐ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Integration of Knowledge and Ideas		
RL.1.7	☐ Use illustration and details in a story to describe its characters, setting, or events.	
Foundational Skills		
Print Concepts		
RF 1.1	☐ Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	
Phonological Awareness		
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.	
Phonics and Word Recognition		
RF 1.3	☐ Know and apply grade level phonics and word analysis skills in decoding words.	
RF 1.4	☐ Read with sufficient accuracy and fluency to support comprehension.	

Reading Standards for Literature		Bend III: Partners Have Good Habits, Too! In the final bend of Unit 1, students will work with partners to lift the level of their reading. They will utilize their partners as a resource when they need help, and begin to talk meaningfully and with purpose about their reading.
Key Ideas and Details:		
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.1.2	☐ Describe characters, settings, and major events in a story using key details.	
Craft and Structure:		
RL.1.4	☐ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Range of Reading and Level of Text Complexity		
RL.1.10	☐ With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
Foundational Skills		
Print Concepts		
RF 1.1	☐ Demonstrate understanding of the organization and basic features of print including those listed under Kindergarten foundation skills.	
Phonological Awareness		
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.	
Phonics and Word Recognition		
RF 1.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words.	
RF 1.4	☐ Read with sufficient accuracy and fluency to support comprehension.	

- Partners introduce their just right books to each other to prepare for book talk. (Session 15) - Partners learn how to help and support without explicitly telling. (Session 16) - Partners will learn the various things they can do at the end of a book to continue to work on it. (Session 17) - Readers remember to set goals for their reading work and to use the many good habits they have picked up along the way. (Session 18)



Speaking and Listening Comprehension and Collaboration	
SL 1.1	☐ Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL 1.2	☐ Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Presentation of Knowledge and Ideas	
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.



Formative and Summative (*) Assessments:

- Concepts About Print
- Letter-Sound Identification
- High Frequency Words
- End of Year Kindergarten Assessment Information
- Running Records*

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- ☐ Students will identify additional routines and structures in the classroom during other parts of the day.
- ☐ Students will apply many strategies to other parts of the day where text is available

Technology Integration

- ☐ Listening Center

Global Perspectives

Possible Read-Alouds:

- ☐ *Fantastic Mr. Fox* by Roald Dahl and Quentin White
- ☐ *Charlotte's Web* by E.B. White and Garth Williams
- ☐ "Make New Friends" song

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy
Professional Resources: ☐ Units of Study for Teaching Reading: Book 1 ☐ <i>Growing Readers</i> by Kathy Collins ☐ CCSS Website ☐ Heinemann Website	
Mentor Texts: ☐ <i>Ollie the Stomper</i> by Olivier Dunrea ☐ <i>Gossie and Gertie</i> by Olivier Dunrea ☐ <i>Kazam's Birds</i> by Amy Ehrlich and Barney Saltzberg ☐ <i>Ish</i> by Peter H. Reynolds ☐ "Little Miss Muffet" Nursery Rhyme	

Unit Description: Word Detectives Use All They Know to Solve Words

In this unit, Word Detectives, students tackle the hard work of reading using word-solving skills. Many will progress from simple texts with strong picture support, controlled vocabulary and simple sentence structures to more complex texts. From level E and above, students need to check that reading looks right, sounds right and makes sense using their growing repertoire of strategies. Students continually call upon these tools to solve unknown words through meaning, structure and visual information.

Through the many facets of word work, students strengthen decoding strategies. Fluency practice, woven throughout sessions and across bends supports overall literacy development as well.

Reading	
Big Ideas: ☐ Readers use all the strategies they know, in combination with one another, to solve unknown words. ☐ Readers work independently, with partners and in groups to develop reading skills and tools. ☐ Readers take charge of their reading progress through sustained effort.	
Performance Standards: Benchmark Instructional Levels: E/F/G	Time Line: October-November Duration of Unit: 6 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> ☐ How can I solve unknown words using all I know so text makes sense? ☐ What happens if I attempt to solve an unknown word and am incorrect? ☐ How can I make my reading sound like a conversation?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... ☐ Strong readers continually use a repertoire of skills to figure out unknown words and help fellow readers. ☐ Strong readers try and try to make sure that the word choice makes sense, looks right and sounds right. ☐ Strong readers are persistent and focus the whole time.

Areas of Focus: Proficiencies (New Jersey State Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Students take on the role of detective in training. They set out to solve tricky words by looking closely at text and utilizing the word-solving strategies they know. Bend 1: Word Detectives in Training Session 1: Word Detectives Are Always on the Lookout (p. 2) - Word detectives are always on the lookout. They notice when there's a problem and stop to solve it right away. Share: Remind readers of the importance of checking work. (look right, sound right, make sense) Session 2: Word Detectives Look Closely (p. 10) - Word detectives look <i>closely</i> to get clues. Word detectives make sure to look closely across the whole word—from start to end. Mid-workshop: Readers can mark tough words with a post-it and have partners help solve the <i>mystery</i> at partner time. Session 3: Word Detectives Use Everything They Know (p. 17) - Word detectives use <i>everything</i> they know to solve problems. (May provide a mini-word solving chart to each student for book baggie) Session 4: Word Detectives Check Their Words Slowly (p. 25) - When word detectives think they know what a word might say, they do a s-l-o-w check to be sure. They say the word slowly as they slide their finger under the word. They check
NJSLS	Description	
Progress Indicators for Reading Literature Text Key Ideas and Details:		
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.	
Craft and Structure:		
RL.1.6.	☐ Identify who is telling the story at various points in a text.	
Integration of Knowledge and Ideas		
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.	
Range of Reading and Level of Text Complexity		
RL.1.10.	☐ With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
Progress Indicators for Reading Informational Text Key Ideas and Details		
RI.1.1.	☐ Ask and answer questions about key details	



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RI.1.2.	in a text. ☐ Identify the main topic and retell key details of a text.	that all the parts look right. • Mid-workshop: Use eyes to track reading and fingers to slow-check a word.
RI.1.3.	☐ Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Session 5: Readers Investigate <u>What Makes a Good Reading Partner</u> (p. 32) • Word detectives have partners that can help each other as they read together. Here is our question that we leave for YOU to answer: Inquiry question: What makes a good reading partner? Note: May play "Guess the Covered Word"

Craft and Structure		Instructional Focus: As official word detectives, students work on building their repertoire of snap words. Students gain additional snap words by noticing similar spelling patterns. They collect and trade words with partners to build their word knowledge and scooping success while reading. Bend II: Word Detectives Tap into the Power of Snap Words Session 6: Word Detectives Read Words in a Snap (p. 42) - When word detectives see a word they know, they read it quickly! To do this, they read the word wall. Then, they can spot these words in their books and read them in a snap. Mid-workshop: Readers read recurring words in their books in a snap, not just word wall words. Session 7: Word Detectives Use Snap Words as Clues to Think about What Makes Sense (pg. 50) - Snap words are like pieces of a puzzle. Word detectives can use the clues they have and think about what makes sense and sounds right to fill in the missing word. Session 8: Word Detectives Solve Mystery Words by Thinking of Similar Snap Words (p. 57) - Readers can solve the tricky words in their books by asking, “Does this remind me of another word I know?” They say the snap word they know, and then they use that word to read the word they don’t know, the mystery word. Session 9: Word Detectives Turn New Words into Snap Words (p. 65)
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.	
Integration of Knowledge and Ideas:		
RI.1.7.	☐ Use the illustrations and details in a text to describe its key ideas.	
Range of Reading and Level of Text Complexity		
RI.1.10.	☐ With prompting and support, read informational texts at grade level text complexity or above.	
Progress Indicators for Reading Foundational Skills		
Print Concepts		
RF1.1.	☐ Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	
Phonological Awareness		
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.	• Word detectives don't work to solve the same word over and over. Once they have figured out a hard word, they work on ways to remember it. Then when they see the word again, they can read it in a snap! • Share: Use a word jar or folder to collect/share new words. Session 10: Word Detectives Scoop Up Their Words to Make Their Reading Sound Smooth (p. 73) • Readers “scoop up” words in groups that “go together”. This helps make reading sound smooth, like talking. There may not be just one way to read a sentence, so readers try it one way and then another way to make their reading sound correct. • Mid-workshop: To make reading sound like taking, notice punctuation and make your voice match.
Phonics and Word Recognition		
RF.1.3.	☐ Know and apply grade-level phonics and word analysis skills in decoding words.	
Fluency		
RF.1.4.	☐ Read with sufficient accuracy and fluency to support comprehension.	

	<u>Instructional Focus:</u> Students look closely at words and decode by breaking them apart and noticing endings. Students also focus on digraphs, blends, syllables and contractions, as well. All these strategies help support fluency development. <u>Bend III: Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read</u> <u>Session 11: Word Detectives Break Words into Parts (p. 78)</u> • Just as word detectives can clap out the parts of a word that they want to write, they can break up the parts of a word that they want to read. They can break the word apart, trying it in different ways until they find a word that makes sense and sounds right. • Mid-workshop: Readers, zoom out and notice what's happening in the book to see if a word makes sense. <u>Session 12: Word Detectives Pay Special Attention to the Beginning of Words (p. 86)</u> • Readers pay close attention to the beginning of a word. They especially look closely to see if there are any letters that go together. • Share: Review digraphs and consonant blends through interactive writing. <u>Session 13: Word Detectives Watch Out for Endings (p. 90)</u> • Word detectives see a big word has an ending they know, they can break the ending off to figure out the part that is left over. Then, they can put the parts back together to read the
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	whole word in a way that makes sense and sounds right. <u>Session 14: Word Detectives Don't Let Vowels Trip Them Up (p. 97)</u> • Word detectives don't let vowels trip them up. They remember to look closely at the vowels inside words, noticing when two vowels are side by side. Then, they try the word one way and then another until it makes sense and sounds right. • Mid-workshop: Review vowel teams that hide in words. <u>Session 15: Word Detectives Use Word Parts They Know to Read New Words (p. 104)</u> • Word detectives use parts of words they know to help figure out new words. When they come to a tricky word, they stop and think, "Does part of this look like a word I know?" They read or say the known word, then go back to the tricky word to figure out the part that is the same. • Share: Write an interactive letter to the Detective Agency and practice all the skills taught (snap words, endings, syllables, vowel teams, etc.) <u>Session 16: Word Detectives Watch Out for Unusual Words (p. 112)</u> • Word detectives watch out for unusual words in their books. They notice when words they know are a part of words they don't know, like in contractions. • Share: Readers watch out for compound words too. <u>Session 17: Word Detectives Smooth Out Their Reading (p. 119)</u> • After readers have read once to fix up the tricky words they can reread to make their reading sound smooth. They read, fix it, and then read again, putting it all back together.
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	<u>Session 18: Word Detectives Show Off Their Skills (p. 126)</u> • Word detectives use everything they know to show off their skills. They notice a problem, solve it, check it, and reread to make it smooth. • Mid-workshop: Final mission with partners to uncover a secret message and surprise!
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Formative and Summative (*) Assessments:

- Running records
- High frequency word assessments (see TCRWP website)
- Spelling inventory, based on Foundations work
- Writing folders- patterns in the way the tackle words as a writer and reader.
- Individual and class word wall checks
- Teacher observations/notes
- Partner conversations
- Foundations work
- Oral reading progress- word automaticity, voice-text match, scooping, expression and gestures
- Goal setting charts
- Observation checklists: word-solving behaviors
- Students' word collections

Instructional Strategies/Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- ☐ Writing: Connect word solving strategies in reading to student writing.
- ☐ Math: Make frequently occurring math terms, snap words.
- ☐ Science/Social Studies: Use word solving strategies to solve tricky/content-related vocabulary.

Technology Integration

- ☐ iPad/laptop- videos of book reads depicting smoothness and expression
- ☐ iPad for students to record and monitor word solving skills and reading
- ☐ iPad/laptop for word work videos
- ☐ Ghostbusters theme song
- ☐ A Detective Show Theme song

Media Literacy Integration

- ☐ LearningGamesForKids: Syllables Lesson Video- Youtube
- ☐ BrainPOP Jr.- Phonics and Word Sections for many choices
- ☐ Possible videos to help clarify word work skills for future practice.

Global Perspectives

The Great Cake Mystery: Precious Ramotswe's Very First Case, by Alexander McCall Smith
Zapato Power, by Jacqueline Jules

Other possible read-alouds: Detective Theme

- ☐ *Nate the Great* (Marjorie Sharmat)
- ☐ *Young Cam Jansen* (David Adler)
- ☐ *The High-Rise Private Eyes* (Cynthia Rylant)

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Multicultural and Cultural Competency Perspectives
Life and Career Skills

Technology Standards:

CRP4: Communicate clearly and effectively with reasons.
8.1.2.E.1: Use digital tools and online resources to explain a problem or issue.

Professional Resources:

- ☐ Word Detectives-Unit 2, Lucy Calkins, Elizabeth Franco, Havilah Jespersen
- ☐ Heinemann website, www.heinemann.com

Mentor Texts:

- ☐ A Country Mouse and a Town Mouse (with unit)
- ☐ Lost Socks (with unit)
- ☐ Wiggle (Doreen Cronin)
- ☐ Rhyming Dust Bunnies (Jan Thomas)

Additional Materials:

- **Anchor Charts**
 - How to Be a Word Detective
 - Good Habits for Solving Hard Words
 - Reading Partners Work Together
 - What Makes a Good Reading Partner
 - How to Play Guess the Covered Word
 - Word Detectives Use Snap Words to Read
 - Word Detectives Take an Even Closer Look!
 - Word Detectives Watch Out for Endings
- Book baggies with “Word Detective Kit” (magnifying glass, mini charts, finger flashlight, detective badge)
- Alphabet chart, spelling charts (digraphs, blends, word families, etc.)
- Word wall (class and personal)
 - Shared reading, 5-day plan (in back of *Word Detectives* book), focusing on different foundational reading skills each day which echoes the teaching in this unit (Ex: The Birthday Boy, level G)

Unit Description: Learning About the World: Reading Nonfiction – Book 2

This unit introduces students to nonfiction texts, to be able to read and learn about things in their world. Teachers make connections to what they are studying in science and social studies so that students connect new learning to what they already know. The setup of the nonfiction library will be very important. Teachers need to allow students the flexibility to sift through and sort through various topics and types of texts. Teachers may even want the students to help create the names for the book baskets in this unit, as they find and create their own categories for the classroom non-fiction texts.

Reading	
Big Ideas: ☐ Reading to learn about topics that interest the students ☐ Reading books across a topic ☐ Developing strategies for dealing with unfamiliar words in non-fiction ☐ Building strategies for reading non-fiction ☐ Comparing and contrasting information from different books	
Performance Standards: Benchmark Instructional Levels: F/G	Time Line: December - January Duration of Unit: 5-6 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ Why do people read non-fiction texts? ☐ How do I use everything I know about nonfiction reading to read books that teach me information and ideas about things?	Students will understand that... ☐ Non-fiction readers read to gain more knowledge about our world. ☐ Non-fiction readers think about what they read. ☐ Non-fiction readers have strategies to comprehend tricky words as they read. ☐ Readers can read more than one book about a topic, to compare and contrast.

Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
ELA Curriculum 2017-2018	

(New Jersey Student Learning Standards)		Instructional Focus:	
Students will:		Bend I: Getting Smart on Non-Fiction Topics	
NJSLs		Readers will use nonfiction text features to navigate through their books. Readers will work in partnerships to share what they have learned from their books.	
Reading Standards for Literature		- Readers get ready for their reading work by looking through their nonfiction books and taking a sneak peek. Readers decide how to organize their books by author, subject, level, or kind of book (informational or story). - Readers use the pictures to find more details and information that accompany the text. Readers slow down in their reading and identify what they see before they turn the page. - Readers make mental images about what their reading and envision to help them learn more from their text and then share that information with partners. - Readers re-read to try to remember the whole book when they finish it, not just individual parts. - When readers read nonfiction books they use a voice in their head that sounds like a teacher or a narrator and read with special emphasis to bring out their meaning. - Readers celebrate new knowledge by sharing about what they have learned with their classmates.	
Key Ideas and Details:			
RI.1.1	☐ Ask and answer questions about key details in a text. ☐ Identify the main topic and retell key details of a text. ☐ Describe the connection between two individuals, events, ideas or pieces of information in a text.		
RI.1.2			
RI.1.3			
Craft and Structure:			
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.		
Integration of Knowledge and Ideas:			
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).
Range of Reading and Level of Text Complexity		
RI.1.9	☐	With prompting and support, read informational texts at grade level text complexity or above.
Foundational Skills:		
Phonological Awareness/Phonics and Word Recognition:		
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. - Distinguish long from short vowel sounds in spoken single-syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - 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. - Know the spelling-sound correspondences for consonant digraphs (two letters that represent one sound). - Decode regularly spelled one-syllable words. - Know final -e and common vowel team conventions for representing long vowel sounds. - Distinguish long and short vowels when reading regularly spelled one-syllable words. - Decode two-syllable words following



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	basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	
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Students will:		Bend II: Tackling Difficult Words in Order to Keep Learning In Bend II, readers will continue to build upon reading strategies to solve tricky words. Readers will not only focus on decoding words but also on comprehending the meaning of words. • Readers solve tricky words by being persistent. • Readers use strategies of breaking words apart or crashing parts together to figure out tricky words. • Readers slow down and reread to check that words and information make sense. • Readers find new words and try to “solve” them by saying the words the best they can and then thinking about meanings. • Nonfiction readers use key words and text features to think about and discuss information in a book • Nonfiction readers reread a single page in different ways to figure out how the page should sound.
NJSLS	Description	
Reading Standards for Literature		
Key Ideas and Details:		
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 in a text.	
Craft and Structure:		
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.	
Integration of Knowledge and Ideas		
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).	

Range of Reading and Level of Text Complexity	
RI.1.10	☐ With prompting and support, read informational texts at grade level text complexity or above.
Foundational Skills Phonological Awareness/Phonics and Word Recognition:	
RF.1.2	☐ Demonstrate understanding 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. - Distinguish long from short vowel sounds in spoken single-syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - 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. - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). - Decode regularly spelled one-



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	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.	
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Students will:		Bend III: Reading Aloud Like Experts In this bend students will work on their fluency by reading aloud in their partnerships. Readers will notice the craft moves the author uses, which will help them read the text with the correct intonation. • Readers read with a purpose to find out what is interesting to them and to decide what they can share and teach others about their book • When readers get ready to read a book out loud they pay attention to how the different parts sound so that they can read with feeling. • Readers can identify what they like most about the author's writing and apply those techniques in their own writing. • Readers can use their collection of key words to talk and teach about a topic. • Readers can use their voice, intonation, and body language when teaching about a topic. • Readers each about a topic, share a book with their audience like an expert, and engage their audience.
NJSLS	Description	
Reading Standards for Literature Key Ideas and Details:		
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 in a text.	
Craft and Structure:		
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.	
Integration of Knowledge and Ideas		
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).	
Range of Reading and Level of Text Complexity		
RI.1.10	☐ With prompting and support, read	

	informational texts at grade level text complexity or above.	
Foundational Skills: Phonological Awareness		
RF.1.2	☐ Demonstrate understanding 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. - Distinguish long from short vowel sounds in spoken single-syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Phonics and Word Recognition		
RF.1.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words. - Know the spelling-sound correspondences for consonant digraphs (two letters that represent one sound). - Decode regularly spelled one-syllable words. - Know final –e and common vowel	



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	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 words into syllable using knowledge that every syllable must have a vowel sound.	
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Formative and Summative Assessments:

- Concepts About Print
- Letter-Sound Identification
- High Frequency Words
- Tallies or Book Logs
- Writing About Reading
- Running Records
- Telling 3-5 facts, in their own words that they learned from their nonfiction text.
- In their reading journals, list at least 5 features of nonfiction texts.
- Sort new vocabulary words into categories and label the categories.
- Use new words in meaningful sentences.
- Illustrate or act out new words learned from reading nonfiction texts.

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, science, rules and community units in social studies

- ☐ Integrate with Science instruction, vocabulary, and social studies units

Technology Integration

- ☐ Play various video news clips to show how reporters use different voices to pop-out important information, then practice having students read non-fiction texts using different voices to bring out new and different information.
- ☐ View clips on United Streaming to gather more information on their chosen non-fiction topic.
- ☐ Video clip from Wild Kratts - PBS
- ☐ Use Google maps to find map of South Orange of Maplewood and their street.

Media Literacy Integration

- ☐ Ask students to look for specific things when they view videos or read print material, and then ask questions about those items.
- ☐ Clarify the differences between fiction and nonfiction in different types of media reporting on the same topic.
- ☐ Use print materials to practice reading and comprehension skills.

Global Perspectives

- ☐ Look at the topics that students selected to read about and think about the connection to the world. For example, if



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students are reading about animals such as cats or dogs, explore what types of “household” animals people have around the world.

☐ Possible Read Alouds

- *A Day at the Firehouse* by Giovanni Caviezel and Laura Rigo
- *Tuti's Play* by Jan Reynolds



The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as it applies to content area) Collaboration Resources
Professional Resources: ☐ Learning About the World, Reading Nonfiction, Lucy Calkins and Amanda Hartman ☐ Units of Study for Teaching Reading – Heinemann Website www.heinemann.com	
Mentor Texts: ☐ <i>Hang on Monkey!</i> by Susan B Neuman ☐ <i>Owls</i>, by Mary R. Dunn ☐ <i>Super Storms</i>, by Seymour Simon ☐ <i>Migration</i>, by Georgia Heard ☐ <i>Sharks!</i> By Anne Scheiber	

Unit Description: Readers Get to Know Characters by Performing Their Books

In this unit students develop their natural inclination for role-playing and imitation. They capitalize on this interest by pretending with the characters in their books. Students may take on the role of Elephant and Piggie, Biscuit, Mr. Putter and Tabby Cat or Frog and Toad. Through acting as characters in greater complexity, all aspects of the story come to life. This unit celebrates reading for meaning, the most important reason to read and supports fluency as well.

This unit is tailored to beginning readers, supporting story elements of character, setting and events through meaningful portrayals. Separating books for all levels of readers will maximize comprehension and sense of story.

Reading	
Big Ideas: ☐ Readers connect personally with characters to better understand stories. ☐ Readers share and perform books with others to develop enjoyment and story perspective.	Enduring Understandings <i>What will students understand about the big ideas?</i>
Performance Standards: Benchmark Instructional Levels: D-G	Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>
☐ How can I get to know the characters in my books just as I get to know my friends? ☐ How can I share my books with others through performance?	Students will understand that... ☐ Strong readers use story elements to perform and comprehend their books. ☐ Strong readers are persistent and help one another connect with characters.
Areas of Focus: Proficiencies	

(New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Teacher Tips ✓ Search through leveled library for books that feature characters, people or animals- gather multiple copies if possible. ✓ Launch unit by displaying familiar book covers and have students mark their favorite with a post-it. ✓ Or, list known characters and have students mark their favorite with a post-it. Instructional Focus: Students get to know characters and story elements in books. They describe what characters do, feel and think within the context of stories to strengthen comprehension and enjoyment.
NJSLS Description		
Progress Indicators for Reading Literature Text		
Key Ideas and Details:		
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.	
Craft and Structure:		
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.	
Integration of Knowledge and Ideas		
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.	
Range of Reading and Level of Text Complexity		
RL.1.10.	☐ With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
Progress Indicators for Reading Foundational Text		
Print Concepts		

RF.1.1.	☐ Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	think about what all the pages combined might teach about a character. Sometimes readers' ideas about characters change as they read on and learn more.
Phonological Awareness		
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.	Session 4: - The ending of the book can also teach you a lot about the characters. Readers ask themselves, "How might the character feel now?" or "What might the character be thinking now?" Share: Use speech bubbles, thought bubbles or post-its to show thoughts on characters' thinking, feeling, doing or saying.
Phonics and Word Recognition		
RF.1.3.	☐ Know and apply grade-level phonics and word analysis skills in decoding words.	
Fluency		
RF.1.4.	☐ Read with sufficient accuracy and fluency to support comprehension.	Session 5: - Readers often put themselves in the characters' shoes to imagine what they are thinking and what they would say. They can role-play with a partner to make the characters talk and think. Mid-workshop: Readers use pictures and text together because they work hand-in-hand to tell readers about characters thoughts, feelings and actions. Session 6: - As you're reading, you can stop and think about how the setting influences the character. You can think, "Where is the character right now? What is she doing there?" Make a picture in your mind of where she is and what she's doing. Think: "How does the setting change the way the character might say or do something?" Mid-workshop: When readers have trouble retelling, they go back to the last place where everything made sense.

	<u>Session 7:</u> • When you get together with your reading partner, you may want to retell the important events to make sure the book is making sense to you. You can use the cover, title and pictures to help you say what happened in the story. • Mid-workshop: Partners ask questions to help each other. "Who is in the story?" "What did she do?" *Book shop with partners in order to share and swap books easily.
	<u>Instructional Focus:</u> Students use partnerships to think more deeply about books. Inferencing about characters through role-playing is woven throughout this bend. A later shift to character book clubs helps extend thinking beyond the literal text. Bend II: Partners Pretend They Are Characters and Perform Books in Clubs to Become Character Experts (P. 66) <u>Session 8:</u> • When you and your partner are acting out books, and you come to a part where a character doesn't say anything, you can think, "Hmm, what might the character say in this part?" and then look closely at the pictures to help you imagine those words. • Mid-workshop: Use voice and gestures to bring characters to life. Share roles of characters and narrator. <u>Session 9:</u> • Sometimes readers work with other readers, in book clubs. You can work with the readers in your club to get to know the characters in your book so well that you can make them your own. As you read and reread your books together, be sure to look at both the <i>words</i> and the <i>pictures</i>, and pay close

	attention to what the character does and says. *Match up partnerships that will discuss and work well together. Homogeneous/leveled-based groups work well. <u>Session 10:</u> - Rereading can help you make your story come alive. You can read the first time just to figure out what's happening, but then you can reread again and again to make your reading smoother and more expressive. Today when you reread you might try making the text sound smooth. Mid-workshop: - scooping up the words into phrases instead of word by word - making your voice sound like the characters - reading like a professional storyteller with props, gestures and sound effects 'popping out' important parts <u>Session 11:</u> - One thing readers do is act out scenes that are beyond what's on the pages: they act out what might come after the last page of the book. At the end of a story, you can use what you know about the character to make a good prediction about what might happen next, even though the story is over.
	<u>Instructional Focus:</u> Students give each other and an audience the gift of reading by performing a book. They step into their characters' shoes, sharing a solid understanding of all story components.

Bend III: Giving the Gift of Reading (P. 67)

Session 12:

- You can give the gift of reading! You can think about the people you care about and which stories they would love to hear from you. You can decide what you will perform, how you will perform it, and who will be your audience.

Session 13:

- Readers, it is up to you to decide which version of your book is the one you want to perform for the celebration. One way to do this is to revisit your book closely, seeing it first one way, then another, and then performing it each of these different ways. Then figure out which way you like best!

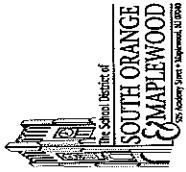
Session 14:

- Readers, each of your clubs has a goal(s) to work on. You can help by reminding each other to work on goals. When you get together in your club, you should:
 - Decide who will go first.
 - Announce your goal and read a book to your club.
 - Ask the reader questions.
 - Give the reader little tips. Switch roles.

Session 15:

- As performers get ready to share the gift of reading through a performance, they have decisions to make: will they use the exact words of the book or make up their own? How will they act out the characters? Performers try out different ways to figure out how to share their book with an audience!

Session 16:



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	• You can also plan for places to stop and talk about your book with your guest. You can use post-its to mark places where you'll stop reading and talk about the book. • Mid-workshop: ○ Point out details in the pictures. ○ Make sound effects or facial expressions. ○ Read a page more than once. ○ Stop to say what you are thinking. ○ Ask your listener to say what he or she is thinking, too.
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Formative and Summative (*) Assessments:

- Running records
- Turn and Talk-story sense
- Stop and Jot/Draw-story sense
- High frequency word assessments (see TCRWP website)
- Individual and class word wall checks
- Teacher observations/notes/checklists- understanding of character & story development
- Partner and group conversations/performance
- Oral reading progress- word automaticity, voice-text match, scooping, expression and gestures
- Goal setting charts
- Reading journal, entries relating to characters- character traits, feelings, behaviors and changes

Instructional Strategies

Interdisciplinary Connections

- ☐ Writing: How students bring characters to life in their writing- developed storylines and characters with dialogue, feeling and movement (act out own writing as well)
- ☐ Science/Social Studies:
 - Read poems related to grade-level topics and act out motions and ideas
 - Role play a weather reporter (seasons)
 - Role play a researcher “on location” studying plants or habitats
 - Role play interviews of important people in the community

Technology Integration

- ☐ iPad/laptop- online performances of other students portraying books
- ☐ iPad or camcorder for recording “Readers’ Theater” presentations
- ☐ Skype with another class to share “Readers’ Theater” performances

Media Literacy Integration

- ☐ View online role-playing and have students look for certain performance behaviors
 - (ex: Search: “The Kite” Frog and Toad: Musical Theater archive)
- ☐ Search other personal favorite authors/books for video clips- examine beloved characters, noting essential character elements to guide student work
- ☐ BrainPOP, Jr: Plot (Tells about story elements)



Global Perspectives

Perform a readers' theater story from another culture:

- Anansi, any tales (various authors)
- The Name Jar (Yangsook Choi)
- Why Mosquitos Buzz in People's Ears (Verna Ardema)

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Multicultural and Cultural Competency Perspectives
Life and Career Skills

Technology Standards:

CRP4: Communicate clearly and effectively with reasons.
CRP6: Demonstrate creativity and innovation
8.1.2.E.1: Use digital tools and online resources to explain a problem or issue.

Professional Resources:

- ☐ Teacher's College: If... Then... Curriculum book for Reading, Lucy Calkins with Elizabeth Moore *Units of Study for Teaching Reading*
- ☐ Heinemann website, www.heinemann.com
- ☐ Adapted from Summit School District Curriculum Guide

Mentor Texts: ☐ <i>Elephant and Piggie books (Mo Willems)</i> ☐ <i>Biscuit books (Alyssa Capucilli)</i> ☐ <i>Frog and Toad books (Arnold Lobel)</i> ☐ <i>Mr. Putter and Tabby Cat books (Cynthia Rylant)</i> ☐ <i>Max and Ruby (Rosemary Wells)</i> ☐ <i>George and Martha (James Marshall)</i> ☐ <i>Old favorites: 3 Bears, Little Red Hen, 3 Little Pigs, etc.</i>	Additional Materials: • Anchor Charts ○ Precise Words for Describing Personality Traits ○ Partners talk About Characters ○ Character Feelings ○ Use Your Voice to Bring Stories to Life • Shared reading/performance-based opportunities to connect with well-known books
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Unit Description: Readers Have Big Jobs to Do – Book 3

This unit moves through four parts and sets students up to be able to read increasingly complex texts with accuracy, comprehension and fluency. The main goal of this unit is to help students realize that they are ready to take on the important jobs a reader needs to do. They have strategies to be in charge of their own reading, to set their own agenda and to get through the hard parts all by themselves. Students will focus on monitoring their reading and taking action when they encounter problems. They will also learn to balance their reading energies between word solving and making meaning so that their reading experiences with texts are well-rounded, thoughtful, efficient and meaningful.

In the first bend, students will develop the mind-set needed to take charge of their own reading. Children will learn to stop as soon as they encounter difficulty, draw from strategies they have been accumulating all year to solve a problem, and then check to see that they have got it right. This portion of the unit is all about monitoring one's own reading and taking action. In the second bend, students will focus on strengthening and expanding their word-solving strategies, adding more tools to their tool kits, and drawing from multiple sources of information in their problem solving. Students will need a review of some of the work from earlier units, and how to use strategies in higher-level texts with longer, complex words. The third bend shifts the attention toward monitoring for meaning. Students will learn strategies for maintaining meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words. The fourth bend asks students to pull together everything they have learned to problem solve on the run and read with fluency.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i>	
☐ Bend I: Readers Have Important Jobs to Do ☐ Bend II: Readers Add New Tools to Read Hard Words ☐ Bend III: Readers Add Tools to <i>Understand</i> Their Books ☐ Bend IV: Readers Use Everything They Know to Get the Job Done	
Performance Standards: Benchmark Instructional Levels: Level G/H	Time Line: March - April Duration of Unit: 6 weeks
Essential Questions	Enduring Understandings

<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
☐ How can I get through hard parts of books all by myself and be in charge of my reading?	Students will understand that... ☐ Readers monitor their own reading and take action when they encounter problems. ☐ Readers use many strategies to figure out words they don't know. ☐ Readers are flexible and try solving words multiple ways using persistence to decode unknown words. ☐ Readers monitor their reading for meaning making sure that they understand their books. ☐ Readers make their voices sound smooth and fluent when they are reading. ☐ Readers work with partners to help their reading improve

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		
NJSLS	Description	
<u>Reading Standards for Literature</u>		
Key Ideas and Details:		
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 events in a story, using key details.	
Craft and Structure:		
RL.1.4	☐ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Integration of Knowledge and Ideas		

Instructional Focus: Bend I: Readers Have Important Jobs to Do In the first bend, students will develop the mind-set needed to take charge of their own reading. Students will learn to stop as soon as they encounter difficulty, draw from strategies they have been accumulating all year to solve a problem, and then check to see that they have got it right. This portion of the unit is about monitoring one's own reading and taking action.	
• Readers take charge of their own reading; they stop at the first sign of trouble and then try something to solve the problem. (Session 1) • Readers take charge of their reading and use more than one strategy to figure out the hard parts, trying something and then something else to get the job done. (Session 2)	

RL.1.7	☐ Use illustrations and details in a story to describe its characters, setting, or events.	• Readers self-monitor by asking, "Does it make sense?" "Does it look right?" "Does it sound right?" (Session 3) • Readers reflect on strategies they use and make a plan to be the best readers they can be by thinking of the strategies they use a lot and setting a goal of a strategy they can do more of. (Session 4) • Readers work with their reading partners to help them use strategies and check their reading. (Session 5)
Range of Reading and Level of Text Complexity		
RL.1.10	☐ With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
<u>Reading Standards for Informational Text</u>		
Integration of Knowledge and Ideas:		
RI.1.7	☐ Use the illustrations and details in a text to describe its key ideas.	
<u>Foundational Skills</u>		
Phonological Awareness		
RF.1.2	☐ Demonstrate mastery of spoken words, syllables, and sound (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
Phonics and Word Recognition		
RF.1.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.4	☐ Read with sufficient accuracy and fluency to support comprehension.	

NJSLs		Description	Instructional Focus: Bend II: Readers Add New Tools to Read Hard Words In the second bend, students will focus on strengthening and expanding their word-solving strategies, adding more tools to their tool kits, and draw from multiple sources of information in their problem solving. Students will need a review of some of the work from earlier units, and how to use strategies in higher-level texts, with longer, more complex words. • Readers think about what is happening in the story to help them problem solve a difficult word. (Session 6) • Readers listen carefully as they read to consider what word might come next, thinking, "What kind of word would fit here?" (Session 7) • Readers slow down when reading and break up longer words part by part. (Session 8) • Reading using the strategy of analogy, solving a new word by recalling one that looks similar. (Session 9) • Readers are flexible in their attempts to solve words – using what they know about letter combinations and trying many ways to get the word right. (Session 10) • Readers read sight words in continuous text fluently, and expand their repertoire of known words by rereading. (Session 11)
Reading Standards for Literature - Key Ideas and Details:			
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 events in a story, using key details.	
Craft and Structure:			
RL.1.4	☐	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Integration of Knowledge and Ideas			
RL.1.7	☐	Use illustrations and details in a story to describe its characters, setting, or events.	
Range of Reading and Level of Text Complexity			
RL.1.10	☐	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
Foundational Skills - Print Concepts			
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.	
Phonics and Word Recognition			
RF.1.3	☐	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.4	☐	Read with sufficient accuracy and fluency to support comprehension.	

NJLSL		Instructional Focus:	
Reading Standards for Literature		Bend III: Readers Use Tools to <i>Understand</i> Their Books	
Key Ideas and Details:		In the third bend the focus shifts toward monitoring for meaning. Students will learn strategies for maintaining meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words.	
RL.1.1	Ask and answer questions about key details in a text.	- Readers monitor for meaning not only when they're solving words, but also as they read across whole parts of longer, more challenging books, checking to make sure they understand each part of what they read, and rereading when they don't get it. (Session 12) - Readers envision the scene as they read, using the pictures and the words to make a movie in their mind. (Session 13) - Readers keep track of who's talking (dialogue) as they read. (Session 14) - Readers stop and use clues in the illustrations and the text to infer the meaning of unfamiliar vocabulary. (Session 15)	
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 events in a story, using key details.		
Craft and Structure:			
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.		
Integration of Knowledge and Ideas			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.		
Range of Reading and Level of Text Complexity			
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.		
Foundational Skills			
Phonics and Word Recognition			
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.		

Formative and Summative (*) Assessments:

Ongoing:

- Goal Setting
- Confering notes/records of conferences, small groups and observations
- Sight Word Assessment
- Observation Checklist
- Spelling Inventory/Word Work Assessments
- Running Records

Other:

- Post-it notes/Readers Notebook
- Stop & Jot: Identify tricky words and strategies used to decode it **Bend II**
- Stop & Jot: Identify a word that was read part by part (ex: fan – tas – tic) **Bend II**
- List of words they can use to read other words (ex: Known word MAKE – taken, bakery, shakes) **Bend II**
- Add to class poster "Sneaky Sounds In Our Books" **Bend II**
- Stop & Jot: What might happen next? **Bend III**
- Stop & Jot: Retell the big events **Bend III**
- Stop & Jot: Identify new vocabulary and define **Bend III**

Instructional Strategies/Interdisciplinary Connections

- ☐ Writing – Edit writing to find parts that don't sound right, look right or make sense.

Technology Integration

- ☐ iPad/Laptop – video recording studio setup for audio book recording in Bend IV
- ☐ Familiar Books on Tape – Bend IV
- ☐ Audiobook version of Frog and Toad by Arnold Lobel

Media Literacy Integration

- ☐ Video – instrumental music "If You're Happy and You Know It" to be used with "Be A Reading Boss"
<https://www.youtube.com/watch?v=LaYNZKdui-w>

Global Perspectives

Possible Read-Alouds:

- ☐ Frog and Toad Are Friends by Arnold Lobel
- ☐ Poppleton by Cynthia Rylant
- ☐ Henry and Mudge by Cynthia Rylant
- ☐ A Visitor for Bear by Bonny Becker

- ☐ George and Martha by James Marshall
 - ☐ Chester's Way by Kevin Henkes
- Possible Shared Reading:
- ☐ Tumbleweed Stew by Susan Stevens Crummel
 - ☐ "Be A Reading Boss" Song

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ <i>Readers Have Big Jobs to Do – Unit 3</i>, Lucy Calkins, Elizabeth Dunford Franco, Havilah Jespersen, Lindsay Barton, Units of Study in Reading ☐ <i>A Guide to the Reading Workshop</i>, Lucy Calkins ☐ Units of Study for Teaching Reading – Heinemann Website www.heinemann.com	
Mentor Texts: ☐ <i>The Dinosaur Chase</i> by Hugh Price ☐ <i>Zelda and Ivy: The Runaways</i> by Laura McGee Kvasnosky ☐ <i>Frog and Toad Are Friends</i> by Arnold Lobel ☐ <i>Tumbleweed Stew</i> by Susan Stevens Crummel	

Unit Description: Meeting Characters and Learning Lessons: A Study of Story Elements – Book 4

This unit aims to help students experience the power of a story. The unit teaches how readers use empathy, imagination, envisioning, and prediction in order to fully engage students in the comprehension of the text. “Meeting Characters and Learning Lessons” focuses on the nuts and bolts of story elements and on the skills that are foundational to literal and inferential comprehension.

The first bend invites readers to track the events of the story – paying attention to the shifts in setting, using pictures and words to keep track of the story events and “keep up” with the character, along the way making predictions that look ahead and anticipate what is to come. It also focuses on determining key events that are important to retell the story. The second bend shifts to a closer study of characters, helping readers learn all they can about main and secondary characters and to grow ideas about how the characters feel. Readers learn to explore what the characters say and might thinking in order to sound like the characters, reading in a way that brings them to life. The third bend digs deeper, supporting children in pulling the life lessons from their stories. The focus will be on identifying the life lessons in their stories and thinking about a message when the story is complete. The fourth bend encourages readers to recommend favorite books to others, passing along those life lessons.

Reading	
Big Ideas: ☐ Bend I: Going on Reading Adventures ☐ Bend II: Studying Characters in Books ☐ Bend III: Learning Important Lessons ☐ Bend IV: Growing Opinions About Books	
Performance Standards: Benchmark Instructional Levels: I/J	Time Line: April - May Duration of Unit: 5-6 weeks

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How can going on adventures with my characters help me understand stories more deeply? ☐ How can I think about the lessons and messages in my books?	Students will understand that... ☐ Readers use the pictures and the words to keep track of where and when a story is happening. ☐ Readers use different strategies to help them retell important parts of a story and predict what will happen next. ☐ Readers identify characters feelings to help them understand and change their voices to match that feeling. ☐ Readers use punctuation, special print, dialogue tags, and pictures to help them read fluently. ☐ Readers identify important messages from their books and compare and contrast this message across a variety of stories. ☐ Readers identify traits of their favorite books and think about these traits when recommending a book to a friend.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend I: Going on Reading Adventures The first bend invites readers to track the events of the story – paying attention to the shifts in setting, using pictures and words to keep track of the story events and “keep up” with the character, along the way making predictions that look ahead and anticipate what’s to come. It will also focus on determining key events that are important to retell the story.
NJSLS	Description	
Reading Standards for Literature Key Ideas and Details:		
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 events in a story, using key details.	• Readers take a sneak peek before they read to find out where they'll go and what they'll do. (Session 1) • Readers use what is happening in the story to predict what will come next. They do this by looking ahead and imagining what's next. (Session 2) • Readers mark important parts in their books to retell and retain the story. (Session 3) • Readers reread to notice new details and understand their story in new ways. (Session 4) • When readers reread they notice patterns and connect parts of the story together. (Session 5)
Integration of Knowledge and Ideas		
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.	
Range of Reading and Level of Text Complexity		
RL.1.10	☐ With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
NJSLS	Description	Instructional Focus Bend II: Studying Characters in Books The second bend shifts to a closer study of characters, helping readers learn all they can about main and secondary characters and to grow ideas about how they feel, as well as what they might be saying or thinking, in order to sound like the characters, reading in a way that brings them to life. • Readers identify the characters in their stories and learn all they can about them (Say? Do? Who? Like? Dislike?) (Session 6) • Readers get to know a character better by paying attention to the relationships between characters in the story. (Session 7) • Readers reread not only to see new things about the story, but to learn more about the characters as well.
Reading Standards for Literature		
Key Ideas and Details:		
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 events in a story, using key details.	
Craft and Structure:		
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.	
Integration of Knowledge and Ideas		
RL.1.7	☐ Use illustrations and details in a story to	

RL.1.9	describe its characters, setting, or events. ☐ Compare and contrast the adventures and experiences of characters in a story.	When they discover new details they think, 'What is this teaching me about this character?' (Session 8) • When readers get to know a character really well, they don't just follow the character and sound like the character. They become the character. (Session 9) • Readers can expect that a character's feelings will change across the story and that they'll need to adapt their reading voices to show these changes. (Session 10) • Readers identify clues that he authors leave in their stories to help readers know how to read so they can bring the characters to life (ex: punctuation, special print, dialogue, pictures). (Session 11) • Readers reread to see new details and to learn more about the characters, but they also reread to make their voices sound smooth and to show the characters' big feelings. (Session 12)
Range of Reading and Level of Text Complexity		
RL.1.10	☐ With prompting and support, read and comprehend stories and poetry at grade level text complexity and above.	
Foundational Skills		
Print Concepts		
RF.1.1	☐ Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	
Phonological Awareness		
RF.1.2	☐ Demonstrate mastery of spoken words, syllables, and sound (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
Phonics and Word Recognition/Fluency		
RF.1.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.4	☐ Read with sufficient accuracy and fluency to support comprehension.	

NJSLs		Description	Instructional Focus: Bend III: Learning Important Lessons The third bend digs deeper, supporting children in pulling the life lessons from their stories. The focus will be on identifying the life lessons in their stories and being left with a message when the story is complete. • Readers notice the lessons in their books by paying attention to what the character learns when a problem gets solved. (Session 13) • Readers think about life lessons all the time – even before they start a new book – and they use those thoughts to read differently, thinking right from the start about what lessons the book might teach. (Session 14) • Readers compare and contrast books by asking, “What’s the same? What’s different?” (Session 15) • Readers compare books; they think about categories and begin to group stories that teach similar lessons. (Session 16)
Reading Standards for Literature			
Key Ideas and Details:			
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 events in a story, using key details.	
Craft and Structure:			
RL.1.4	☐	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Integration of Knowledge and Ideas			
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 a story.	
Range of Reading and Level of Text Complexity			
RL.1.10	☐	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
NJSLs		Description	Instructional Focus Bend IV: Growing Opinions About Books The fourth bend encourages readers to recommend favorite books to others, passing along those life lessons. • Readers who know books well have strong opinions. • Readers share their opinions with others. (Session 17) • Readers rehearse their book recommendations to help make their speaking voices smoother. (Session 18)
Reading Standards for Literature: Key Ideas and Details:			
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 events in a story, using key details.	
Integration of Knowledge and Ideas			
RL.1.9	☐	Compare and contrast the adventures and experiences of characters in a story.	

Formative and Summative (*) Assessments:

Ongoing:

- Goal Setting (Reading Suitcase – Bend I)
- Confering notes/records of conferences, small groups and observations
- Sight Word Assessment
- Observation Checklist
- Spelling Inventory/Word Work Assessments
- Running Records

Other:

- Post-it notes/Readers Notebook
- Stop & Jot: Make a prediction **Bend I**
- Stop & Jot: Mark important parts to help you retell a book to a friend **Bend I**
- Stop & Jot: Identify characters' feelings across the book – notice changes **Bend II**
- Stop & Jot: What lesson did you learn from this book? **Bend III**
- Stop & Jot: Recommend books you love – introduce main character, retell BIG ideas, pass along the lesson **Bend IV**

Instructional Strategies

Interdisciplinary Connections

- ☐ Social Studies – Bend III focuses on lessons learned which directly relates to classroom, school and community rules and citizenship

Technology Integration

- ☐ iPad/Laptop – video recording studio setup for book recommendation recording in Bend IV

Global Perspectives

Possible Read-Alouds:

- ☐ Upstairs Mole, Downstairs Mole by Wong Herbert Yee
- ☐ Chrysanthemum by Kevin Henkes
- ☐ A Chair for My Mother by Vera B. Williams
- ☐ Pinky and Rex and the Spelling Bee by James Howe
- ☐ Flat Stanley by Jeff Brown
- ☐ Fly Guy, by Tedd Arnold

- ☐ Ivy and Bean series, by Annie Barrows and Sophie Hall
 - ☐ Amber Brown series, by Paula Danziger and Tony Ross
 - ☐ Henry and Mudge by Cynthia Ryland and Suec Stevenson
 - ☐ Marvin Redpost by Louis Sachar and Adam Record
- Possible Shared Reading:
- ☐ George and Martha One More Time by James Marshall
 - ☐ "Chums" by Arthur Guiterman

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Civic Literacy Health Literacy
Professional Resources: ☐ <i>Meeting Characters and Learning Lessons – Unit 4</i>, Lucy Calkins, Elizabeth Dunford Franco ☐ <i>A Guide to the Reading Workshop</i>, Lucy Calkins ☐ Units of Study for Teaching Reading – Heinemann Website www.heinemann.com	
Mentor Texts: ☐ Iris and Walter and the Field Trip by Elissa Haden Guest ☐ The Ghost-Eye Tree by Bill Martin Jr. ☐ Off We Go! By Jane Yolen ☐ Mr. Putter and Tabby Drop the Ball by Cynthia Rylant ☐ Ish by Peter H. Reynolds ☐ Frog and Toad Are Friends by Arnold Lobel ☐ Pancakes for Breakfast by Tomie dePaola	☐ Poppleton by Cynthia Rylant ☐ Curious George Gets a Medal by H.A. Rey ☐ The Tenth God Thing about Barney by Judith Viorst ☐ No, David! By David Shannon ☐ The Not-So Teeny Tiny Lie by Laura Rankin ☐ The Carrot Seed by Ruth Krauss

Unit Description: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

In this unit, Reading Nonfiction Cover to Cover, students learn from and enjoy nonfiction books. These selections are filled with vivid imagery, action, humor and life connections. As a result, children want to read nonfiction cover to cover. Doing so, strengthens nonfiction reading techniques as well as speaking and listening skills.

Students learn strategies to help hold important information from one source and connect with learning from other sources, promoting deeper understanding about topics of interest. Synthesizing and summarizing information into main ideas encourages students to pursue any topic of interest and share learning with others. This end of the year unit targets levels H-M.

Reading	
Big Ideas: ☐ Readers use strategies to understand nonfiction text. ☐ Readers work independently, with partners and in groups to develop reading skills and tools. ☐ Readers take charge of their reading progress through sustained effort.	
Performance Standards: Benchmark Instructional Levels: H-M	Time Line: May-June Duration of Unit: 4 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How can I use everything I know about nonfiction reading to read books that teach me information and ideas about various topics? ☐ How can I be in charge of my reading and get through the hard parts of nonfiction books?	Students will understand that... ☐ Strong readers continually use a repertoire of strategies to learn and connect information. ☐ Strong readers are persistent and focus the whole time.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Teacher Tips ✓ With students, sort classroom and school library books into topic bins (8-10 at least) so club members can select, share and talk together. ✓ Clubs ideally consist of 4 students- approximately the same reading level, with a shared topic of interest. (Can be 2 sets of partnerships) ✓ Groups use book bins for one week. The levels may be mixed, but make sure none are too hard to read with accuracy and fluency. Instructional Focus: Students draw on everything they know about informational reading to understand how different parts of a book go together. With this, they take on a teaching stance as they discuss learning with reading club members. (p. 114)
NJSLS	Description	
Progress Indicators for Reading Informational Text		
Key Ideas and Details		
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 in a text.	
Craft and Structure		Bend I: Individuals Bring Their Strengths as Nonfiction Readers to Clubs Session 1: • Readers, you and your club members can help sort books from our classroom library into topics you might want to read about. You can use everything you know about previewing and predicting to make a guess about what each book is mostly about. You can say, “Are there other books like this one? Are there other books on the same topic?” Books that go together can be put into the same bin. Session 2:
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.	
Integration of Knowledge and Ideas:		
RI.1.7.	☐ Use the illustrations and details in a text to describe its key ideas.	
RI.1.8.	☐ Identify the reasons an author gives to support points in a text and explain the	

RI.1.9	application of this information with prompting as needed. ☐ Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Nonfiction readers don't just read with explaining voices; nonfiction readers also TALK about the text with explaining voices. Readers can practice explaining the text to themselves as they go along using their own words. Then they can explain to club members or a partner when it's time to share.
Range of Reading and Level of Text Complexity		
RI.1.10.	☐ With prompting and support, read informational texts at grade level text complexity or above.	
Progress Indicators for Reading Foundational Skills		
Print Concepts		
RF1.1.	☐ Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	
Phonological Awareness		
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.	
Phonics and Word Recognition		
RF.1.3.	☐ Know and apply grade-level phonics and word analysis skills in decoding words.	
Fluency		
Session 3: - No matter what kind of book you are reading, you should always be able to make sense of the text. If you are having trouble explaining the text to yourself or others in your own words, that's a sign to go back to the last place where things were making sense and reread. Pay closer attention to what the book is mostly about. Mid-workshop: Remember all the strategies you know and that the classroom charts may help you when reading nonfiction. Session 4: - Readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can plan for how best to read each section.		

RF.1.4.	☐ Read with sufficient accuracy and fluency to support comprehension.	<u>Session 5:</u> - Readers can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart. - heading and subheadings - new pages - paragraphs - pictures <u>Session 6:</u> - Readers stop and think often to hang on to key details in the text. They ask themselves: - Who or what is this mostly about? - What is happening? - When or where is this taking place? - Why is this happening? - Why is this important? - How does this work? Mid-workshop: Readers gather information across an entire book, thinking about how one page or part fits with the one before it? <u>Session 7:</u> - It is important to come to your club time ready to talk. One of the ways you can share your book with your clubmates is by dramatizing what you see in the pictures or what you imagine in your head as you are reading. Share: Students role-play for one another to demonstrate information learned. <u>Session 8:</u>
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	Readers teach their club mates the main ideas of what they have learned. They can use their hand and five fingers to help stay organized. They point to their palm and say the main idea. Then point to each finger to give an example to fit with the main idea.
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	Instructional Focus: Students work together in clubs to add their own thinking and learning to the book topics at hand. Meaningful conversations of thoughts and inferences help clubs grow ideas together. (p. 115) Bend II: Nonfiction Clubs Add Their Own Ideas to What They Learn Session 9: - Expert nonfiction readers do more than just learn information from their books, they also come up with their own ideas about what they are learning. Readers sometimes push themselves to have an idea by thinking, 'The idea I'm having....' or 'I think....' Readers come up with a great idea, jot it on a post-it, and then read on looking for parts of the book that fit with their idea. Session 10: - Non-fiction readers push past 'wow' in their book. They respond to the information they learn. When something catches their attention and they have an idea, they explain their thinking by using details from the text.
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Session 11:

- Readers consider the author's purpose in writing the book. They come up with a theory based on what they know about the book. Authors often write to persuade, to inform or to entertain.

Session 12:

- Readers are flexible with their thinking. They read with an open mind, thinking, 'Yes. This confirms what I knew.' They also think, 'Oh! This is different than what I thought I knew.' During club meetings, readers can talk about how their thinking has changed.
- **Mid-workshop:** Readers embed their own thinking right into the text by adding onto captions or by creating their own picture captions.

Session 13:

- Readers often choose a way to organize information so it matches what they've read. They look across all they have collected and ask themselves, 'What are the main ideas we have learned? What are the categories? What's the best way to organize all this?' They often use writing to organize ideas and supporting information.
- **Share:** Readers take action. Have students explain to others why their topic is so important (webs, charts).

	<u>Instructional Focus:</u> Students compare and contrast books on the same topics. By synthesizing information from various sources, students grow their thinking and learning. (p. 116) <u>Bend III: Nonfiction Clubs Compare and Contrast Information About Topics</u> <u>Session 14:</u> • Most non-fiction books only contain bits and pieces of the whole truth about a topic. Every author has to pick and choose what to include and what to leave out- there simply isn't room in one book to include everything. Readers think about what is missing from a book or how it's the same or different from other books on the topic. • Mid-workshop: By laying books side by side, readers can compare sections, noting similarities and differences. <u>Session 15:</u> • When readers are trying to make sense of text, it helps to look across the post-its and ideas gathered. They figure out a way to organize all the information by comparing and contrasting the results. • Share: Partners prompt one another. 'Where does it say that? Is there another example? Prove it!' <u>Session 16:</u> • Readers can also read like writers, comparing and contrasting the styles of different books. They notice an author's choice
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	and think, 'How is the style of this book similar or different to the style of another book? Why did the author write it this way?' Session 17: Celebration! By this point, students have learned a great deal about topics of interest! They are filled with ideas, information and theories. It is time to spread the thrill of their learning by sharing with the class, teachers or other guests. Clubs can introduce their books and teach about their topics using charts, diagrams or posters.
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Formative and Summative (*) Assessments:

- Pre-assessment, nonfiction read aloud and 3 stop and jot points to determine existing skills (ex: main idea, using nonfiction features, key details, ideas/opinions)
- Performance assessment in Writing Pathways- adapt to help determine teaching points
- Post-assessment (same or similar to pre-assessment above)
- Running records
- Teacher observations/notes
- Partner conversations
- Oral reading progress- accuracy and automaticity
- Reading responses
- Goal setting charts

Instructional Strategies

Interdisciplinary Connections

- ☐ Writing: Connect to student work in Writing Projects Unit- for those who choose to write nonfiction pieces. Also, use semantic webs or t-charts to monitor learning.
- ☐ Math: Read and share information about math topics.
- ☐ Science/Social Studies: Read and share information about science and social studies topics.

Technology Integration

- ☐ iPad/laptop- videos about nonfiction topics of interest to the class-across disciplines

Media Literacy Integration

- ☐ Reading apps: Time for Kids, EPIC, Scholastic, News-O-Matic
- ☐ RAZKids
- ☐ BrainPOP Jr.- Reading Nonfiction.

Global Perspectives

- ☐ Read about people, cultures, areas and animals around the world

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills Technology Standards: CRP4: Communicate clearly and effectively with reasons. 8.1.2.E.1: Use digital tools and online resources to explain a problem or issue.
Professional Resources: ☐ If...Then... Curriculum, Lucy Calkins and Elizabeth Moore <i>Units of Study for Teaching Reading</i> ☐ Heinemann website, www.heinemann.com	
Mentor Texts: ➤ Use read aloud time for a class book club session. Discuss and grow ideas together. Teach strategies students may transfer to their own group work. ☐ Gail Gibbons books ☐ National Geographic Kids series ☐ Rookie Readers series ☐ I Can Read! series ☐ Let's Read and Find Out series ☐ Scholastic: True or False series ☐ Who Was? Who Is? series	Additional Materials: • Anchor Charts ○ Common Nonfiction Text Structures to Look Out For (If...Then...) ○ Readers Hang On to Key Details ○ Book Clubs Have Conversations to Grow New Ideas ○ Readers Compare and Contrast Books ○ Charts from Unit 3: Learning About the World