

Grade 1 ELA Reading copy

Link Community Charter School

UNITS (7/7 SELECTED)

SUGGESTED DURATION

<input type="checkbox"/> Unit 1: Building Good Reading Habits	<i>24 lessons</i>
<input type="checkbox"/> Unit 2: Word Detectives Use All they know to Solve Words	<i>20 lessons</i>
<input type="checkbox"/> Unit 3: Learning About the World (reading nonfiction)	<i>20 lessons</i>
<input type="checkbox"/> Unit 4: Readers Get to Know Their Characters (Optional If.....Then)	<i>30 lessons</i>
<input type="checkbox"/> Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)	<i>20 lessons</i>
<input type="checkbox"/> Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)	<i>20 lessons</i>
<input type="checkbox"/> Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover	<i>20 lessons</i>

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

STANDARDS ADDRESSED

New Jersey Common Core - Grade 1 - English Language Arts ELA
CCSS.ELA-Literacy.RL.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.3
Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-Literacy.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-Literacy.RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CCSS.ELA-Literacy.RL.1.6
Identify who is telling the story at various points in a text.
CCSS.ELA-Literacy.RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-Literacy.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.
CCSS.ELA-Literacy.RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCSS.ELA-Literacy.RI.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.1.2
Identify the main topic and retell key details of a text.

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

CCSS.ELA-Literacy.RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-Literacy.RI.1.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCSS.ELA-Literacy.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
New Jersey Core Curriculum - Kindergarten - Social Studies
6.1.4.A.1
Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2
Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.B.1

Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.B.2

Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.D.2

Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.18

Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.3.4.A.1

Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

DESIRED RESULTS

Established Goals

Select “just right” books by incorporating multiple strategies, such as previewing, five finger rule, interest, etc.

- Differentiate fiction and nonfiction to establish a reading purpose.
- “Shop” for books appropriately.
- Choose a spot that will encourage them to stay on task.
- Manage and monitor their independent book baggies with respect for the books in the classroom.
- Engage in a range of collaborative discussions, including one-on- one, group-talk, and teacher-led discussions, by providing sentence starters.
- Utilize Post-its and/or Reader’s Notebook to mark places to share. Use symbols for the funny parts, sad parts, favorite parts, etc.
- Retell the important parts of a story.
- Establish personal goals to read longer in each session.
- Increase stamina by rereading books, starting with a picture walk, reading for fluency, last to develop comprehension.
- Establish an agreement to promote a respectful partnership, i.e. how to sit properly, stay on task, take turns, and assist their partner when reading.
- Participate in conversations about the books.

Transfer

Students will be able to independently use their learning to...Continue building good reading habits by using what they know and have learned in Kindergarten. They will preview books to build meaning, to support word-solving, and to deepen comprehension. Readers will continue to attend to all parts of the word, and will also need to be more flexible with letters and sounds. Students will also have an opportunity to read in partnerships

Meaning

Big Ideas & Understandings

Essential Questions

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Meaning

<p>Students will understand that...</p> <ul style="list-style-type: none">• There are many ways that readers push themselves to read with vigor and stamina.<ul style="list-style-type: none">• Readers envision as they read.• Readers match the picture in their mind with the words on the page.• Readers talk about and share ideas about books with partners.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How do readers push themselves to read more?<ul style="list-style-type: none">• What do readers think while they read?• How do readers make sense of the words on a page?• How do readers share books?
--	---

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• their “just right” books by incorporating multiple strategies, such as previewing, five finger rule, interest, etc.<ul style="list-style-type: none">• How to manage and monitor their independent book baggies with respect for the books in the classroom.• How to engage in a range of collaborative discussions, including one-on- one, group-talk, and teacher-led discussions, by providing sentence starters.• that establishing personal goals to read longer in each session will help them as readers.• that we Increase stamina by rereading books, starting with a picture walk, reading for fluency, last to develop comprehension.• that establishing an agreement to promote a respectful partnership, i.e. how to sit properly, stay	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Differentiating fiction and nonfiction to establish a reading purpose.• Shopping for books appropriately.• Choosing a spot to read in the classroom• using post it notes to mark a place to share, a funny part, sad part or a surprising part.• Retelling the important parts of a story.• Participating in conversations about books.

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Acquisition

on task, take turns, and assist their partner when reading

• ...

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):
	Other Evidence: Formative Assessment: <ul style="list-style-type: none">● Accountable talk with partners● Whole group participation● Teacher observations● Conferences and small groups● Rubrics & Checklists● Writing Folders and Notebooks Summative: <ul style="list-style-type: none">● Fountas & Pinnell Running Record Assessments: Benchmark Independent Reading Levels Chart● Reading & Writing Project Assessments<ul style="list-style-type: none">○ Concepts of Print○ High Frequency Words○ Letter Sounds Identification

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1: Habits for Reading Long and Strong

Lesson 1: Readers Take a Sneak Peek to Get Ready to Read

Demonstration Text: Ollie the Stomper by Olivier Dunrea

Readers have good habits too. They have things they do all the time, without needing anyone to remind them. And one of those habits-one thing that readers do without needing to be reminded-is get ready to read by taking a sneak peek at their books. They peek, and then they think.

How to Take a Sneak Peek

1. Peek at the pictures in the book.
2. Think about what might be happening in the story.

Anchor Chart: Readers Build Good Habits

Add: take a sneak peek at the beginning

Lesson 2: Readers Do Something at the End of a Book

Demonstration Text: Ollie the Stomper by Olivier Dunrea

When readers get to the end of a book, they do something. They might stop and remember the book, looking back and thinking it over. They might tell someone about it. They might go back to their favorite parts. They might do any one of these things, but they do something.

What to Do After Reading

1. Stop and remember the book.
2. Think about what happened in the book.
3. Tell someone about the story.
4. Go back to your favorite part.
5. Do Something!

Anchor Chart: Readers Build Good Habits

Add: Do Something at the end.

Lesson 3: Readers Get Stronger by Reading More and More

Demonstration Text: 5-6 leveled books in a sack

Readers always-every day-push themselves to get stronger and stronger as readers. And one way, they push themselves to get stronger is they work to read more and more and more books.

How to Get Stronger as a Reader

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

1. Take out a stack of books.
2. Make a plan for the reading you'll do that day.
3. Pick which book to read first then next.
4. Stack the books on your lap or desk.
5. Begin reading.

Anchor Chart: Readers Build Good Habits

Add: read MORE and MORE

Lesson 4: Readers Set Goals to Read all Day Long

Readers set goals to read more books everyday.

How to Set Reading Goals

1. Think about the number of books you read the previous day.
2. Set a new goal, to read more books each and every day.

Anchor Chart: Readers Build Good Habits

Add: Set Goals

Lesson 5: Readers Reread to Make Their Reading Voices Smoother

Demonstration Text: Ollie the Stomper by Olivier Dunrea

When readers read, their voice might sound bumpy and boring. But readers reread without being told. They do this automatically, out of habit, working to make their voices smoother and smoother each time.

How to Reread a Book

1. Ask yourself if your voice sounds bumpy or boring.
2. Stop!
3. Go back to where your voice was smooth.
4. Read again to smooth out your voice.

Anchor Chart: Readers Build Good Habits

Add: reread to smooth out your voice.

Lesson 6: Readers Track With Their Eyes and Scoop Up More Words

Demonstration Text: Make New Friends (poem)

It's important to practice reading with your eyes, instead of your finger, so you can read more quickly, scooping up more words at a time, reading in phrases instead of word by word.

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

How to Track With Your Eyes and Scoop Up More Words

1. Try reading the words one way.
2. Ask yourself, 'Does it sound right?'
3. If not, try to scoop the words up to make it sound right.

Anchor Chart: Readers Build Good Habits

Add: scoop up words in phrases.

Lesson 7: When Readers Reread, They See More!

Demonstration Text: Ollie the Stomper by Olivier Dunrea

Readers reread so that they can see more and more each time.

Rereading to See More

1. Read your book.
2. Read it again.
3. Think about your story as you're reading.
4. Look for new details.
5. You might say things like 'Oh! Interesting!'; 'Look, I didn't see that before!'; or 'Now I know why that happened!'

Anchor Chart: Readers Build Good Habits

Add: reread to see MORE.

Part 2: Habits for Tackling the Hardest Words

Lesson 8: Readers Sneak Peek at the Pictures to Figure Out the Words

Demonstration Text: Gossie & Gertie by Olivier Dunrea

*or any other text at/above level D-E

Readers don't just take a sneak peek to think what the book is going to be about. They also take a sneak peek to think about what the page is going to be about. Then when readers get stuck on a word, they use the whole page to think, 'What might this word say?' That gives readers the power to push through tricky words.

How to Push Through Tricky Words

1. Take a sneak peek.
2. Think, 'What is this book/page going to be about?'
3. Read the words.

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

4. Notice when you get stuck on a word.
5. Stop!
6. Think about the whole page.
7. Think, 'What might this word say?' (Try it out in the sentence!)
8. Tackle that tricky word!
9. Keep reading

Lesson 9: Drop Bad Habits! Pick Up Good Habits!

Demonstration Text: Gossie & Gertie by Olivier Dunrea

*or any other text at/above level D-E

When Readers are picking up good habits they sometimes pick up bad habits by mistake. And one way to get stronger as a reader is to know your bad habits and to drop them.

Good Habits vs. Bad Habits

Name the bad habit to Drop!

Drop That Bad Habit

- The Freeze
- The Tell Me
- The Mumble
- The Blooper

Pick Up a Good Habit

- Check the Picture
- Look at all the Parts of the Word
- Check it!

Lesson 10: Readers Look at All the Parts of a Word

Demonstration Text: Gossie & Gertie by Olivier Dunrea

*or any other text at/above level D-E

When readers are stuck on a word, it's not enough to just look at the first letter or two. Now in first grade, you need to look through the whole word, at all the parts to help you figure it out-or solve-the word, so that your reading will make sense.

How to Solve Hard Words

1. Check the picture

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

2. Look at ALL the parts of the word
3. Get a running start
4. Try again with your guess of the word!

Anchor Chart: Good Habits for Solving Hard Words

Add: Look at ALL the parts of the word

Lesson 11: Readers Use Meaning to Figure Out Words

Demonstration Text: Gossie & Gertie by Olivier Dunrea

*or any other text at/above level D-E

Readers think about what would make sense to figure out tricky words. They can check the picture and think about the story, asking, 'What word would make sense here?'

Using Meaning to Figure Out Words

1. When you get to a tricky word, stop!
2. Check the picture
3. Look at ALL the parts of the word
4. Get a running start
5. Ask, "What word would make sense here?"
6. Reread with your guess of the word!

Lesson 12: Readers Double Check Their Reading

Demonstration Text: Gossie & Gertie by Olivier Dunrea

*or any other text at/above level D-E

Readers do a double-check. They check to make sure a word makes sense with the story, and they also check the letters on the page to make sure the word looks right.

How to Double Check Your Reading

1. Read the words on the page.
2. Stop, if you're reading doesn't make sense.
3. Look at the picture
4. Think, 'What could this word be?'
5. Double check the letters and sounds in the word.
6. Try a new word.
7. Ask yourself, 'Does it look right?'
8. Ask yourself, 'Does it make sense?'

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

9. Keep reading

Anchor Chart: Good Habits for Solving Hard Words

Add: Check it! Do a Double-Check!

Lesson 13: Readers Don't Give Up -They Try, Try Again Demonstration Text: Little Miss Muffet (nursery rhyme)

Readers don't give up! They try and try again. If you try to read across the word and it still doesn't make sense, you can look at the picture again and reread the page and ask, 'What word would make sense?' 'What other word might it be?'

How to Solve Hard Words

1. Check the picture
2. Look at ALL the parts of the word
3. Get a running start
4. Ask, "What word would make sense here?"
5. If we guess wrong, try again! (Look at the picture again, reread the page and think, "What else could it be?")

Lesson 14: Try it Demonstration Text: Vowel cards

One of the hard parts of reading words are the vowels (a, e, i, o, u) because they make lots of different sounds, especially when stuck to other letters. So the important thing is to try the sound two ways-short and long.

How to Solve Hard Words, Trying it 2 Ways

1. Check the picture
2. Look at ALL the parts of the word
3. Get a running start
4. Ask, "What word would make sense here?"
5. Try the sound two ways (short and long).

Anchor Chart: Good Habits for Solving Hard Words

Add: Try it 2 ways.

Daily Lesson Topic Part 3: Partners Have Good Habits, Too

Lesson 15: Partners Can Introduce Their Books to Each Other

Demonstration Text: Kazam's Birds by Amy Erlich

*or any other text at/above level D-E that has a strong story to support partner talk

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Reading partners, like all readers, have good habits, too: for the beginning, the middle, and the end of books. One thing partners can do at the beginning is to give a book introduction. Readers can introduce books to your partner before you read.

How to Introduce Your Book

1. Tell your partner the title of your book.
2. Tell your partner WHO the story is about.
3. Tell your partner WHERE the story is taking place.
4. Tell your partner WHAT happened in the story.
5. Read the story with your partner.

Anchor Chart: Reading Partners Work Together

Add: We give book introductions

Lesson 16: Partners Don't Tell, They Help!

Demonstration Text: Kazam's Birds by Amy Erlich *or any other text at/above level D-E that has a strong story to support partner talk

When partners read with one another, they come across a tricky word, your partner doesn't elbow you aside, saying 'Oh, I know it!' and take away your chance to work at it! No way!

Partners cheer for each other to get stronger- and help each other do the hard work.

Ways to Help Your Partner

1. Remind your partner what strategies to try (Good Habits for Solving Hard Words).
2. Teach, don't just tell!
3. Do this each time you buddy read.

Anchor Chart: Reading Partners Work Together

Add: We don't just tell-we HELP!

Lesson 17: Partners Can Do Something at the End of a Book, Too! Demonstration Text: Kazam's Birds by Amy Erlich

*or any other text at/above level D-E that has a strong story to support partner talk

When partners come to the end of a book, they don't just throw the book aside, check off that they read it, and say, 'What's next?' No way! Partners decide to do something at the end of a book. They might reread to smooth it out, or see more, or get ready to retell.

Partner Reading

1. Read the book with a partner.
2. Reread it smoother and faster,
3. Retell the book to your partner.

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Review Anchor Chart: Readers Build Good Habits

Review Anchor Chart: Good Habits for Solving Hard Words

Anchor Chart: Reading Partners Work Together

Add: We do SOMETHING at the end.

Lesson 18 Readers Celebrate and Set New Goals

Partners don't just help each other at the beginning, middle, and end of a book. They also help each other at the beginning and end of a unit of study-because those units are sort of like chapters in a person's reading life. Partners help readers to think backward and to retell and remember the important parts-and to think ahead, setting goals.

Partners Set Goals

1. Use the checklist to self-assess and set a goal.
2. Think about ways to work towards goals.
3. Record your goal so you can use it as a reading tool.
4. Practice every day!

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study: Build Good Reading Habits, by Lucy Calkins
- 2019-20 Teachers College Calendar
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- The Day You Begin by: Jacqueline Woodson
- The Snowy Day by: Ezra Jack Keats
- Chrysanthemum by: Kevin Henkes
- Frog and Toad by: Arnold Lobel
- Iris and Walter by: Elissa Haden
- The Three Billy Goats Gruff
- The Carrot Seed by: Ruth Krauss
- Teacher-selected books for book talks and modeling good reader behaviors
- Mentor Texts/Shared Reading
 - Ollie the Stomper by: Olivier Dunrea
 - Gossie & Gertie by : Olivier Dunrea
 - Kazam's Birds by: Amy Ehrlich
 - Ish by: Peter H. Reynolds
 - Poem/Song: "Make New Friends"
 - Nursery Rhyme: "Little Miss Muffet"

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.

- Use guided reading lessons

504 Students:

Unit 1: Building Good Reading Habits

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for students to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

STANDARDS ADDRESSED

New Jersey Common Core - Grade 1 - English Language Arts ELA
CCSS.ELA-Literacy.RL.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.3
Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-Literacy.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-Literacy.RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CCSS.ELA-Literacy.RI.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.1.2
Identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-Literacy.RI.1.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

in a text.
CCSS.ELA-Literacy.RI.1.7
Use the illustrations and details in a text to describe its key ideas.
CCSS.ELA-Literacy.RI.1.9
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCSS.ELA-Literacy.RI.1.10
With prompting and support, read informational texts appropriately complex for grade 1.
CCSS.ELA-Literacy.RF.1.4a
Read on-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.1.4b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.1.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.L.1.2c
Use commas in dates and to separate single words in a series.
CCSS.ELA-Literacy.L.1.2e
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

DESIRED RESULTS

Established Goals

Unit #2: Word Detectives Use All They Know To Solve Words

This is a unit that aims to tap into the power of play. At this critical time in the year, your youngsters are moving into reading text with increased complexity and new words to solve at the turn of each page. This can feel like a monumental task, and the reality is, children will need to tackle these challenges with determination, grit, and hard work. However, this unit strives to support your children’s word-solving skills in a way that feels joyful and fun. They will learn to monitor their reading: developing efficient word-solving skills that consistently use meaning, structure, and visual information, expanding their knowledge of phonics and its application in context, and strengthening fluency. They will also focus on high-frequency words and use them to solve unknown

Transfer

Students will be able to independently use their learning to...

- Use multiple strategies simultaneously as they read
- Utilize snap words to read with fluency and to solve long, more complex words
- Use knowledge of letters and sounds to read words
- Get their minds ready to read books

Meaning

Big Ideas & Understandings

- Students will understand that...
- Students will understand that ...
 - Readers use all they know about letters,

Essential Questions

- Students will keep considering...
- How can I use all the strategies that I know in ways that let me understand and figure out words

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Meaning	
<p>sounds, patterns, and high frequency words to help us read</p> <ul style="list-style-type: none"> • Readers think about a story and how the words will go before they read • Readers choose just right books to practice reading strategies • Readers make sure they check and fix their words when they notice something is not quite right • Reading with partners can help one another read better 	<p>in the books that I read?</p> <ul style="list-style-type: none"> • How do I get better at using strategies to figure out hard and new words while I am reading? • How can I use what I know about how letters and sounds work to solve tricky words in my books? • What are ways I can reread my books to make my reading voice smoother, so that it sounds like talking?

Acquisition	
Knowledge	Skills
<p>Students will be able to ...</p> <ul style="list-style-type: none"> • Use multiple strategies simultaneously as they read • Utilize snap words to read with fluency and to solve long, more complex words • Use knowledge of letters and sounds to read words • Get their minds ready to read books 	<p>Students will be skilled at:</p> <ol style="list-style-type: none"> 1. reading using multiple strategies 2. reading fluently 3. Using small parts of words to solve more complex words. 4. combining their knowledge of letters, sounds and words to read 5. Independently reading <p>1.</p>

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Teacher resources:</p> <ul style="list-style-type: none">● Unit of Study: Word Detectives, by Lucy Calkins● 2019-20 Teachers College Calendar● The Reading Strategies Book by Jen Seravallo● Fountas & Pinnell Guided Literacy Continuum● Teacher-selected books for book talks and modeling good reader behaviors <ul style="list-style-type: none">○ Ruthie and the Not so Teeny Tiny Lie by Laura Rankin (Level H)○ My Mouth is a Volcano! by Carrie Hartman (Level E)○ Willow's Whispers by Lana Button (Level E)○ Ribbit by Rodrigo Figueira (Level E)○ Ruby the Copycat by Peggy Rathmann (Level K)○ The Recess Queen by Alexis O'Neil (Level L)○ How Rocket Learned to Read by Tad Hills (Level L) <ul style="list-style-type: none">● Mentor Texts/Shared Reading○ A Country Mouse and a Town Mouse by: Dawn McMillan (E)○ Lost Socks by: Dawn McMillian○ Nate the Great by: Marjorie Weinman Sharmat (K)○ The High Rise Private Eyes by: Cynthia Rylant○ Young Cam Jansen by: David A. Adler <p>Student resources:</p> <ul style="list-style-type: none">● Leveled books● Copies of popular storybooks <p>Digital Resources:</p> <ul style="list-style-type: none">● Units of Study Online Resources

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

	Performance Task(s):
	Other Evidence:

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Lesson 1: Word Detective Are Always on the Lookout

Demonstration Text: A Country Mouse and a

Town Mouse by Ruth Mattison

Readers, word detectives are always on the lookout. They notice when there's a problem and stop to solve it right away!

How to Be a Word Detective

1. Notice a problem and try to solve it

Lesson 2: Word Detectives

Demonstration Text:

A Country Mouse and a Town Mouse by Ruth Mattison

Look Closely Your next mission is this: Listen! Word detectives look closely to get clues. Word detectives make sure to look closely across the whole word-from start to end!

Readers Use Everything They Know

Demonstration Text:

A Country Mouse and a

Town Mouse

by Ruth Mattison

How to Be a Word Detective

Demonstration Text: A Country Mouse and a Town Mouse by Ruth Mattison

1. Notice a problem and try to solve it
2. Add: Look closely from start to end

Lesson 3: Word Detectives

Use Everything They Know Demonstration Text:

A Country Mouse and a Town Mouse by Ruth Mattison

Word detectives use everything they know to solve problems.

Show old reading anchor chart: Good Habits for Solving Hard Words

How to Be a Word Detective

1. Notice a problem and try to solve it
2. Look closely from start to end
3. Add: Use everything you know

Prepare:

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

- Mission #3

Lesson 4: Word Detectives

Check Their Words Slowly

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 that all the parts look right.

How to Be a Word Detective

1. Notice a problem and try to solve it
2. Look closely from start to end
3. Use everything you know
4. Add: Do a s-l-o-w check

Lesson 5: Readers

Investigates What Makes a

Good Reading Partner

Word detectives have partners that can help each other as they read together. They learn reading behaviors to use when reading with partners.

Show reading anchor chart: How to be a Word Detective

What Makes a Good Reading Partner?

1. Work together
 - a. Sit side by side
 - b. Take turns
 - c. Read together
2. Watch out for problems. Say:
 - a. Stop! Something isn't right!
 - b. Check it
 - c. Try that again
3. Help each other solve it (Don't say the word!)

Part 2: Word Detectives Tap into the Power of Snap Words

Lesson 6: Word Detectives

Read Words in a Snap

Demonstration Text: A Country Mouse and a Town Mouse by Ruth Mattison

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 books and read them in a snap.

Word Detectives Use Snap Words to Read

1. Read words you know in a snap

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Lesson 7: Word Detectives Use Snap Words as Clues to Think about What Makes Sense

Demonstration Text: Use a student's book

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.

Show reading anchor chart: How to be a Word Detective

Word Detectives Use Snap Words to Read

1. Read words you know in a snap

Lesson 8: Word Detectives Use class word wall Solve Mystery Words by Thinking of Similar Snap Words

Demonstration Text: Use class word wall

Lesson 9: Word Detectives Turn New Words into Snap Words

Demonstration Text:

Use class word wall

Add a Word Jar to collect

snap words

Demonstration Text:

Use class word wall

Add a Word Jar to collect

snap words

Lesson 10: Word Detectives Scoop Up Words to Make Their Reading Sound Smooth Demonstration Text:

A Country Mouse and a

Town Mouse

by Ruth Mattison

2. Add: Read words you know and think, "what makes sense here?"

Part 3: Word Detectives Take an Even Closer Look

Using Knowledge of Letters, Sounds, and Words to Read

Lesson 11: Word Detectives Break Words into Parts

Demonstration Text:

Lost Socks

Readers can clap out parts of a word that they want to write and they can break up the parts of a word that they want to read.

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Word Detectives Take an Even Closer Look

1. Break long words into small parts

Lesson 12: Word Detectives Play Special Attention to the Beginning of Words

Demonstration Text: Lost Socks (or another F level book)

Readers pay close attention to the beginning of a word. They especially look closely to see if there are any letters that go together.

Word Detectives Take an Even Closer Look

1. Break long words into small parts
2. Add: Pay attention to the beginning of a word

*Use a blends/digraph chart to link word study work and reading

Lesson 13: Word Detectives Watch Out for Word Endings

Demonstration Text:

When word detectives see a BIG word has an ending they know, they can break the ending off to figure out the part that is leftover. Then, they put the parts back together to read the whole word.

Word Detectives Take an Even Closer Look

1. Break long words into small parts
2. Pay attention to the beginning of a word
3. Add: Break off the ending of a word

(Word detectives watch out for endings like: -ing, -ed, -s, -es)

Lesson 14: Word Detectives Don't Let Vowels Trip Them Up

Demonstration Text: Class word wall

Readers look closely at the vowels inside words, noticing when two vowels are side by side. They try the word one way and then another unit it makes sense and sounds right.

Word Detectives Take an Even Closer Look

1. Break long words into small parts
2. Pay attention to the beginning of a word
3. Break off the ending of a word
4. Add: Look out for vowel teams

Show reading anchor chart: Good Habits for Solving Tricky Words

*Use a vowel teams chart

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Lesson 15: Word Detectives Use Word Parts They Know to Read New Words

Demonstration Text: Lost Socks

Readers use parts they know to help figure out new words. When they come to tricky words, they stop and think, “does part of this look like a word I know?”

Word Detectives Take an Even Closer Look

1. Break long words into small parts
2. Pay attention to the beginning of a word
3. Break off the ending of a word
4. Look out for vowel teams
5. Add: Use parts of words you know

Lesson 16: Word Detectives Watch Out for Unusual Words

Demonstration Text: Lost Socks

Readers watch out for unusual words in books. They notice when words they know are part of words they don't know, like in contractions.

Word Detectives Take an Even Closer Look

1. Break long words into small parts
2. Pay attention to the beginning of a word
3. Break off the ending of a word
4. Look out for vowel teams
5. Use parts of words you know
6. Add: Watch out for unusual words (contractions)

Lesson 17: Word Detectives Smooth Out Their Reading Demonstration Text: Lost Socks

After readers have read a page/book once to fix up tricky words, they can reread to make their reading smooth. Readers read, fix, and then read again, putting it back together .

Show reading anchor chart: How to Be a Word Detective (Part 1)

Show reading anchor chart: Word Detectives Use Snap Words to Read (Part 2)

Show reading anchor chart: Word Detectives Take an Even Closer Look (Part 3)

Lesson 18:

Readers Celebrate and Set New Goals

Partners don't just help each other at the beginning, middle, and end of a book. They also help each other at the beginning and end of a unit of study-because those units are sort of like

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

chapters in a person's reading life. Partners help readers to think backward and to retell and remember the important parts-and to think ahead, setting goals.

Partners Set Goals

1. Use the checklist to self-assess and set a goal.
2. Think about ways to work towards goals.
3. Record your goal so you can use it as a reading tool.
4. Practice every day!

Unit 2: Word Detectives Use All they know to Solve Words

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for students to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

See Modifications & Accommodations List

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

STANDARDS ADDRESSED

New Jersey Common Core - Grade 1 - English Language Arts ELA
CCSS.ELA-Literacy.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.3
Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-Literacy.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-Literacy.RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CCSS.ELA-Literacy.RL.1.6
Identify who is telling the story at various points in a text.
CCSS.ELA-Literacy.RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-Literacy.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.
CCSS.ELA-Literacy.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCSS.ELA-Literacy.RF.1.1a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CCSS.ELA-Literacy.RF.1.2a
Distinguish long from short vowel sounds in spoken single-syllable words.

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

CCSS.ELA-Literacy.RF.1.2b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CCSS.ELA-Literacy.RF.1.2c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.2d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CCSS.ELA-Literacy.RF.1.3a
Know the spelling-sound correspondences for common consonant digraphs.
CCSS.ELA-Literacy.RF.1.3b
Decode regularly spelled one-syllable words.
CCSS.ELA-Literacy.RF.1.3c
Know final -e and common vowel team conventions for representing long vowel sounds.
CCSS.ELA-Literacy.RF.1.3d
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCSS.ELA-Literacy.RF.1.3f
Read words with inflectional endings.
CCSS.ELA-Literacy.RF.1.3g
Recognize and read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RF.1.4a
Read on-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.1.4b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.1.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

DESIRED RESULTS

Established Goals

Unit #3: Learning About the World
(Reading Nonfiction)

This unit aims to introduce students to nonfiction texts, to be able to read about and learn about things in our world. You will want to have leveled nonfiction books available to students in topic baskets. You will find that many students will be interested in animals, plants, properties of water, and weather. Try to make connections to what you are studying in science and social studies, so that students can make connections to prior learning.

Transfer

Students will be able to independently use their learning to...

Meaning

Big Ideas & Understandings

Students will understand that.....

- Nonfiction readers read to become smarter about our world.
- Nonfiction readers think about what they read.
- Nonfiction readers have ways to deal with tricky words as they read.
- Readers can read more than one book about a topic to compare and contrast.

Essential Questions

Students will keep considering...

- Why do people read non-fiction texts?
 - How do I use everything I know about reading to read books that teach me information and ideas about different topics?

Acquisition

Knowledge

Skills

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Acquisition

Students will know...

- Students will be able to ...
 - Read to learn new facts in informational books.
 - Differentiate the characteristics of fiction and nonfiction books.
 - Develop strategies for dealing with tricky words in nonfiction.
 - Grow ideas about nonfiction topics by asking questions.
 - Compare and contract information from different books.
 - Locate and use informational text features including heading, captions, illustrations, charts, etc.
 - Recognize text features as clues to determine the importance of the information.
 - Describe and elaborate on what a text or page is mostly about, using the cover and retell strategy.
 - Utilize text features and context clues to determine the meaning of new vocabulary.
 - Articulate expert words/domain-specific vocabulary when discussing with partners.

Students will be skilled at...

- choosing important facts from non fiction texts
- telling the difference between fiction and non fiction texts
- solving tricky words that come up in their reading
- asking and answering questions from non fiction texts
- using different books to compare and contrast facts
- using non fiction text features to determine important information
- using the cover of the text to explain what the text is mostly about.
- identifying meanings of vocabulary words during reading.

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">● Accountable talk with partners/book clubs● Whole group participation● Teacher observations● Conferences and small groups● Writing Folders and Notebooks <p>Summative:</p> <ul style="list-style-type: none">● Fountas & Pinnell Running Record Assessments: Benchmark Independent Reading Levels Chart● Reading & Writing Project Assessments○ Concepts of Print○ High Frequency Words○ Letter Sounds Identification <p>Core Instructional Materials</p> <p>Teacher resources:</p> <ul style="list-style-type: none">● Unit of Study: Learning About the World, by Lucy Calkins● 2019-20 Teachers College Calendar● The Reading Strategies Book by Jen Seravallo● Fountas & Pinnell Guided Literacy Continuum● Teacher-selected books for book talks○ Owls by Mary R. Dunn○ Superstorms by Seymour Simon○ Eagle Flight by Georgia Heard○ Migration by Georgia Heard● Mentor Texts/Shared Reading○ Hang On, Monkey! by Susan B. Neuman

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

	<ul style="list-style-type: none">○ I Want to Be a Doctor by Dan Leibman○ Sharks by Anne Scheiber○ A Day at the Firehouse by Giovanni Caviezel○ Video clip from Wild Kratts from PBS <p>Student resources:</p> <ul style="list-style-type: none">● Leveled books● Copies of popular storybooks <p>Digital Resources:</p> <ul style="list-style-type: none">● Units of Study Online Resources
	<p>Other Evidence:</p>

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1 Getting Smart on Nonfiction Topics

Demonstration Text: Hang on, Monkey! by Susan B. Neuman

When readers read nonfiction, or books about real life, they take a sneak peek to start learning about a topic even before they read the first page. We do this by: looking at the cover, title page, and pictures.

How to Get Super Smart about Nonfiction Topics

1. Take a sneak peek to start learning

Lesson 2: Studying One Page Can Teach So Much

Demonstration Text: Hang on, Monkey! by Susan B. Neuman

Readers who want to get smart about a topic don't just let the pages fly by. Instead, readers think, "This one page can make me smart," and they read each page closely, getting as much as they can out of it. They read the whole book that way.

How to Get Super Smart about Nonfiction Topics

1. Take a sneak peek to start learning
2. Add: Stop and study each page
3. Add: Guess what might come next

Lesson 3: Readers Learn More by Chatting about What's Happening

Demonstration Text Hang on, Monkey!

by Susan B. Neuman

To get really smart about your topic, you don't just read a book—you also have little chats about that book. You read the words on the page, and then you use your own words and your own ideas to talk about the book (or the page) with yourself or a friend!

How to Get Super Smart about Nonfiction Topics

1. Take a sneak peek to start learning
2. Stop and study each page
3. Guess what might come next
4. Add: Chat about a page or the book

Lesson 4: Readers Reread to Make Sure They Understand Their Books

Demonstration Text: Hang on, Monkey!

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

At the end of a book, readers think, “What have I learned about this topic? Am I smarter about this topic now?” Then, they look back in their books and try to remember all that the book taught them

How to Give a STRONG Retell:

Good - Name the topic

Better - Name the topic and give some examples (+2)

Best - Name the topic, give 2+ examples, and give reasons why it is important

Lesson 5: Working on Fluency, Including Stress and Intonation

Demonstration Text: Hang on, Monkey! by Susan B. Neuman

For nonfiction readers to understand and remember the information in books better, they make their own voices sound smoother and livelier as they read. We do this by: 1. reading a page of text, asking yourself, “Which parts of this page can I read like a news reporter. Which words are SO important that I can read them louder and with more feeling?” 2. Reading the text out loud.

Ask yourself, “Is there a way that I can fix up my reading so that it sounds smoother and livelier?”

3. Try it again, until it sounds the best it can be.

How to Get Super Smart about Nonfiction Topics

1. Take a sneak peek to start learning
2. Stop and study each page
3. Guess what might come next
4. Chat about a page or the book
5. Add: Make your voice sound smooth & lively

Lesson 6: A Celebration of Learning!

Demonstration Text: N/A

When grown-ups are at parties (like a pizza party or a tea party), they don’t just eat. They also talk—and they often talk about books they’ve been reading and new things they’ve been learning. You can have fun talking about books, just like grown-ups, by sharing important information, and interesting ideas and asking questions about your books.

*Set goals for Part 2 of unit

Part 2: Tackling Super Hard Words in Order to Keep Learning

Lesson 7: Readers Don’t Let Hard Words Get in Their Way

Demonstration Text:

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

I Want to Be a Doctor

by Dan Leibman

Nonfiction readers don't let anything get in their way of learning a lot about their topic — not even super hard words. They use everything they know to figure out those words.

*Show old anchor chart: Good Habits for Solving Hard Works

Lesson 8: Crashing Word Parts Together to Solve the Whole Word

Demonstration Text: I Want to Be a Doctor by Dan Leibman

When readers want to get smart about your topic, they work at the hard words, even if they are long. One trick to reading long words is called “crashing.” You can crash the parts of the word together and think, “What word makes sense here?”

*Show old anchor chart: Good Habits for Solving Hard Works

Add: Crash the parts together

Lesson 9: Readers Check that the Words They Read Look Right and Make Sense

Demonstration Text: I Want to Be a Doctor by Dan Leibman

Sometimes when you ask, “Does it look right?” you might need to do a slow check. In the same way you say a word slowly to spell it, you can run your finger under the word and say it slowly to check if it looks right. Then, reread to double-check that the word makes sense.

*Show old anchor chart: Good Habits for Solving Hard Works

Crash the parts together

Add: Do a slow check

Lesson 10: Readers Learn New Words as They Read

Demonstration Text:

When readers run into a new word, they don't just ignore those words, nor do they let those words stop them from reading and learning about their topic. They say the word the best they can and think, “what does this new word mean?”

*Show old anchor chart: Good Habits for Solving Hard Works

Lesson 11: Readers Find and Think About Keywords

Demonstration Text: I Want to Be a Doctor by Dan Leibman

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

It is important to be on the lookout for keywords, words that are key to understanding your topic. It's like these words unlock knowledge. When you find a keyword, try extra hard not to just read that word and say that word, but to own that word!

How to Get Super Smart about Nonfiction Topics

1. Take a sneak peek to start learning
2. Stop and study each page
3. Guess what might come next
4. Chat about a page or the book
5. Make your voice sound smooth & lively
6. Add: Find and think about keywords

Lesson 12: Rereading a Page to Find the Just-Right Sound

Demonstration Text: Owls by Mary R. Dunn

Readers of nonfiction books read and reread the pages of their books to find the just right way each page should sound. Sometimes they try it one way, scooping up the words, and sometimes they read it another way, using their voices to punch out some word.

*Share: find the most important page, rehearse it out loud or in your head, then read the part aloud!

Part 3: Reading Aloud Like Experts

Lesson 13: Finding Interesting Things to Share

Demonstration Text: Hang on, Monkey! by Susan B. Neuman

To share a book like an expert, readers first need to notice things that are worth sharing. It helps to mark pages where you found something interesting or important in some way — parts that make you sit up and think or wonder, to want to learn more.

*Show old anchor chart: How to Get Super Smart About Nonfiction Topics

How to Read Aloud Like an Expert

1. Mark interesting part

Lesson 14: Reading with Feeling

Demonstration Text: Owls by Mary R. Dunn

To read like an expert, it helps to think about and practice how to read each part, making your voice show the feeling behind the words.

How to Read Aloud Like an Expert

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

1. Mark interesting parts
2. Add: Show the feeling in each part (use post its/face pictures)
3. Mid-Workshop: Figure out how the book is organized

Lesson 15: Reading Like a Writer

Demonstration Text: Owls

To read a book like an expert, it helps to study all the parts you find interesting and important, thinking not just like a reader, but also like a writer. You might notice words that make a beautiful picture in your mind, or a part that makes you react in a big way or feel something.

How to Read Aloud Like an Expert

1. Mark interesting parts
2. Show the feeling in each part (use post its/face pictures)
3. Figure out how the book is organized
4. Add: Study books like a writer

Another way to make reading books sound like an expert is to point out keywords in your books as you read. You can use these words to talk about the topic, teaching others what they mean and why they're important.

Lesson 16: Readers Plan to Talk and Think about Keywords

Demonstration Text:

Superstorms

by Seymour Simon

How to Read Aloud Like an Expert

1. Mark interesting parts
2. Show the feeling in each part (use post its/face pictures)
3. Figure out how the book is organized
4. Study books like a writer
5. Explain and think about the keywords

When you are reading aloud a book like an expert, it's helpful to bring the book to life, not just with your voice, but also with your body.

Lesson 17: Using Drama to Bring Your Read-ALoud to Life

Demonstration Text: Owls by Mary R. Dunn

How to Read Aloud Like an Expert

1. Mark interesting parts
2. Show the feeling in each part (use post its/face pictures)

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

3. Figure out how the book is organized
4. Study books like a writer
5. Explain and think about the keywords
6. Use drama to bring the topic to life

As you read your books aloud like experts, it's important to check in with your audience—your reading buddy—to make sure that he or she is with you, understanding the information you are sharing. Check in with your buddy by:

1. Asking, "Are you looking here?" while pointing to important information.
2. Ask if they understand OR need parts reread.
3. Using post-its to make sure I give my buddy all the important information on all the pages.

Lesson 18: A Celebration of Reading to Learn about the World

Demonstration Text: Owls by Mary R. Dunn

Unit 3: Learning About the World (reading nonfiction)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons
- Highlight text

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for students to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

See Modifications & Accommodations List

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

STANDARDS ADDRESSED

New Jersey Common Core - Grade 1 - English Language Arts ELA
CCSS.ELA-Literacy.RL.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.3
Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-Literacy.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-Literacy.RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CCSS.ELA-Literacy.RL.1.6
Identify who is telling the story at various points in a text.
CCSS.ELA-Literacy.RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-Literacy.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.
CCSS.ELA-Literacy.RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCSS.ELA-Literacy.RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-Literacy.RI.1.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

DESIRED RESULTS

Established Goals

Unit #4: Readers Get To Know Their Character by Performing Books

(If..Then..Unit)

This unit seeks to focus student attention back to story elements, especially dealing with characters, meeting the characters within the stories they read. Students will be thinking about characters as people, paying attention to how they act, what they do and say, and to how their feelings change over the course of a story. Since most first grade readers at this point in the year will be around a Level F or higher, it is important that you find characters that can be brought to life, those who do funny or interesting things. Throughout the unit, you will be teaching students ways to talk with partners about texts, and using post-its to hold their ideas. You should also teach prompts that students can use to help grow their thinking. Prompts such as “In the beginning...but in the end..” or “At first... but now...” or “First... later...” are a good starting place to promote the type of thinking we wish students to be able to do on their own. This optional reading unit can be used at the end of the year rather than the time frame listed above. This unit includes many lessons with a heavy focus on partner work. Lessons can be omitted if you find them to be repetitive for your students.

This optional reading unit can be used at the end of the year rather than the time frame listed above. This unit includes many lessons with a heavy focus on partner work. Lessons can be omitted if you find them to be repetitive for your students.

Transfer

Students will be able to independently use their learning to...develop a strong understanding of characters in the texts they read. Students will be able to use their knowledge around characters to understand the text deeply.

Meaning

Big Ideas & Understandings

Students will understand that...

Essential Questions

Students will keep considering...

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Meaning	
<ul style="list-style-type: none"> • Studying what characters do in books can help us learn more about them. <ul style="list-style-type: none"> • Readers pay attention to what characters do, say, think, and feel. • Readers pay attention to how a character’s feelings change throughout a story. • Readers reread books to make characters and stories come to life 	<ul style="list-style-type: none"> • How can I get to know the characters in my book really well? <ul style="list-style-type: none"> • How can I combine reading with role playing to grow my understanding of characters? • How can readers perform books in book clubs? • How can I read and reread my books to get ready to share them with an audience?

Acquisition	
Knowledge	Skills
<p>Students will know</p> <ul style="list-style-type: none"> • what characters do in books can help us learn more about them. • Readers pay attention to what characters do, say, think, and feel. • Readers pay attention to how a character’s feelings change throughout a story. • Readers reread books to make characters and stories come to life 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Describing characters: what they do, how they feel, and what they think <ul style="list-style-type: none"> • Repeatedly studying characters to learn more about them • Describing setting and story elements (i.e., life lessons, problem, solution)

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1: Readers Have Ways to Get to Know a Character

Demonstration Text: Frog & Today are Friends By Arnold Lobel

Lesson 1: Characters Are a Friend For Life!

Once you know a character from a book, that character is a friend for life! All you have to do, for the rest of your life, to see that friend again, is open up an old book and reread!

How to Remember Your Character For Life

1. Think about a character from your favorite book
2. Think about their feelings and personality traits
3. See how she/he changes across the story
4. Learn any lessons from the story

Lesson 2: Getting to Know Characters in New Books

When readers want to get to know the characters in new books they begin by using the title of the book, the cover illustrations, the title page, and even the back of the book to get themselves ready to read. They ask themselves, "What does this tell me about the characters? How might this story go?"

Take a Sneak Peak

1. I look at the title and the cover of the book.
2. I talk about who the characters are.
3. I make a prediction about what the characters might do in the story.

Lesson 3: Hanging Onto a Character

Readers don't just think about each page separately. They hang on to what they have read across all the pages, and 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.

How To Hang Onto a Character

1. Think about the story you read
2. Think about the character
3. Have they changed during the story?

Lesson 4: Endings of the Book Can Teach You About Characters

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?'

How To Use the End of a Book To Learn More

1. Read story to the end

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

2. Think to yourself what you learned about the character
3. Think about how the character feels in the beginning
4. Compare to how character is feeling/thinking in the end
5. Ask yourself why?

Lesson 5: Putting Yourself in the Character's Shoes

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.

How to Put Yourself in the Character's Shoes

1. Imagine how you would feel if you were the character
2. Imagine how the character feels
3. Imagine what the character might say

Lesson 6: Learning About the Characters

Readers look at the pictures and the words together because they know that the two work hand in hand to tell readers something about the characters. Readers can learn what characters are doing, what they are thinking and what they are feeling.

How to Learn About the Characters

1. I look at the pictures and think about what the characters are doing.
2. I read the words.
3. I think about how the character is feeling based on the pictures and the words.

Lesson 7: Readers check the picture to learn about the story

Readers check the picture to think about what is happening in the story, imagine a word that would make sense, then look at the word all the way to the end to see if it looks right as well.

How to Check the Picture to Learn About the Story

1. Check the picture to think about what is happening in the story
2. Look at the characters facial expressions, body language, and gestures
3. Imagine what word would make sense
4. Look at the whole word

Lesson 8: Notice the Setting of Characters

As you are reading, you can stop and think about how the setting influences the character. You can think, 'Where is the character right now? What is s/he doing there?' Make a picture in your mind of where s/he is and what they are doing. Think: 'How does the setting change the way the character might say or do something?'

How Does the Setting Influence the Characters

1. Stop and think where is the character now

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

2. What is s/he doing their
3. How does the setting change the way the character might say or do
4. Does this influence the character's thoughts, feelings, or actions?

Lesson 9: Retell Important Events With Your Partner

When you get together with your reading partner, you might want to retell the important events to make sure that the book is making sense to you. You can use the cover, title, and pictures to say what happened in the story.

Partner Talk About Characters

1. Do a retell to yourself first
2. Work together to name important events
3. Use the cover, title, and pictures to do the retell

Lesson 10: Reading Partners Can Ask Questions

Readers can help their partner retell by asking them questions. They can ask questions such as 'Who is in the story?' or 'What did s/he do?' or 'What happened to s/he?'

Questions Partners Can Ask

1. Who is in the story?
2. What did s/he do?
3. What happened to the character?

Lesson 11: Trouble When Retelling

Readers have trouble retelling. When this happens, they should go back to the last place where everything made sense and reread from there, paying closer attention to what is happening.

How to Retell Tricky Parts

1. When you are confused, STOP
2. Go back to a spot where it made sense
3. Reread
4. Pay close attention to what is going on

Lesson 12: Character Expressions

Readers also discuss what they notice about the characters in their books. Just as you did on your own, you can work with a partner to look at characters' facial expressions, gestures, and actions to learn about them.

Lesson 13: Character Thoughts

Sometimes the book does not come right out and tell you what the characters are thinking. Sometimes you have to figure out on your own! To show what you think your characters are thinking you can add speech bubbles or thought bubbles on Post-its, right onto the page of your book.

Infer Character Thinking

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

1. Take a sneak peek of the page
2. Read the words
3. Think..."What would make sense for the characters to think/say right now?"
4. Right your thought/speech bubble on a post it

Part 2: Partners Pretend They Are Characters & Perform Books in Clubs to Become Character Experts

Lesson 14: Become the Character As You Read

One way readers get to know characters in their books really well is to become those characters as they read. Readers walk in the shoes of their characters, noticing when they are feeling a certain way, and then bring those feelings into their voices and gestures as they are reading and acting out the story.

How to Act Like a Character

1. Pick a scene in your story to act out
2. Choose a narrator to read text that is NOT a talking part
3. Act out the scene using facial expressions, change your voice, and use gestures
4. Make the book come alive

Lesson 15: Act Out Scenes With Your Partner

One way readers get to know characters in their books really well is to become those characters as they read. Readers walk in the shoes of their characters, noticing when they are feeling a certain way, and then bring those feelings into their voices and gestures as they are reading and acting out the story.

How to Act Like a Character

1. Pick a scene in your story to act out
2. Choose a narrator to read text that is NOT a talking part
3. Act out the scene using facial expressions, change your voice, and use gestures
4. Make the book come alive

Lesson 16: What is Your Character Thinking?

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, 'Hmmm....what might the character say in this part?' and then look closely at the pictures to help you imagine those words.

Think About What the Character Might Say

1. Look at the pictures on the page
2. Imagine what the character might be saying/doing
3. Act it out and make up a sentence

Lesson 17: Work in Book Clubs to Become Experts

Readers work with other readers in book clubs. You can work with the readers in your club to get to know

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

the characters in your books so well that you can make them on your own. As you read and reread your books together, be sure to look at both the words and the pictures, and pay close attention to what the character does and says.

How to Become a Character Expert

1. Reread to make your stories come alive
2. Make your reading sound smooth
3. Pay close attention to the words and pictures
4. Pay attention to what the character says and does

Lesson 18: Reread to Come Alive

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 you're reading smoother and more expressive.

Reread to Make Your Story Come Alive

1. Make the text sound smooth (scoop up words)
2. Make your voice sound like the character
3. Read like a professional storyteller
4. "Pop out important parts"

Lesson 19: Read Different Ways

Readers try out different ways to sound and act like their characters, and then decide on a way that best matches the clues the text provides. When readers perform their books, they can perform them a few times, but in a different way. Club members can ask themselves, "What could we do differently?" They might try changing the characters voices or even their feelings, until they find the best fit for the story."

Read the Story Different Ways

1. Reread
2. What could be done differently to act like the character
3. Change up your character voice/feelings
4. Practice until it's perfect!

Lesson 20: Readers Act Out Beyond the Text

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.

How to Act Like the Character Beyond the Book

1. Predict what might happen next

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

2. Think about what you already know
3. What will the character say/do next
4. Act it out

Lesson 21: Different Ways to Perform a Book

Club members can share their different ideas about how a book might be performed, and be ready to explain their thinking, knowing that there isn't one 'Right Way,'

How to Interpret a Book in Different Ways

1. Think about the characters intentions and behaviors
2. Look at the text to show evidence
3. Explain why the character is this way

Part 3: Giving the Gift of Reading

Lesson 22: Giving the Gift of Reading

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.

What Book to Perform and How

1. Think about your audience. What would they like to hear?
2. Reread your book to get familiar
3. Decide how to perform it, what kind of voice should I use
4. Practice, practice, practice! Reread to smooth out your voice
5. Perform to your audience

Lesson 23: Choose Your Performance

Readers 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!

How to Choose Your Performance

1. Think about what book you will perform
2. Will you perform the exact words from the book or an interpretation?
3. Reread your book
4. Think how you will perform it
5. Pick what one you like best

Lesson 24: Working on Goals

Each of your clubs has a goal to work on. You can help each other by reminding one another to work on your goals. When You Read Together

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

1. Decide who goes first
2. Announce your goal & read a book to your club
3. Ask the reader questions
4. Give the reader little tips
5. Switch roles!

Lesson 25: Make Your Reading Sound Beautiful

When you are presenting your gift of reading, you need to make sure that it is as beautiful as possible.

Sometimes, though, it will not be perfect. You will mess up. But, that's okay because you can use reading to fix it. Your listener will understand. Messing up happens to everyone. You will just need to say, "Oops, let me try that again, then reread that whole sentence or page."

How to Make Your Reading Sound Beautiful

1. While reading, if you make a mistake stop!
2. Tell myself that it is OK to make a mistake
3. Reread part and try it again!

Lesson 26: Solving a Tricky Word

If you are stuck on a word, you can back up and get a running start toward that word. Fixing up your reading all by yourself is one of the most important signs that you are growing as a reader.

Different Ways to Solve Tricky Words

1. Get a running start
2. Look at the beginning/ ending sounds
3. Check the picture
4. Ask yourself...Does it look right, sound right, and make sense

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.

How to Share Your Performance

- 1. Use a post-it to mark where you can stop reading and engage interaction**
- 2. Point out details in the pictures**
- 3. Make sound effects or facial expressions**
- 4. Stop and think about certain parts**

Lesson 28: Mark the Pages

Readers also plan for places to stop and talk about your book with your guest. You can use Post-its to mark

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

places where you'll stop reading and talk about the book.

Where to Mark Your Page

1. Point out details in the picture
2. Make sound effects or facial expressions
3. Read a page more than once
4. Stop to say what you are thinking
5. Ask your listener to say what he or she is thinking too

Celebration

We can give the gift of reading to someone in our lives. We can do this by sharing our stories (groups choose their OWN plan):

- **Reader's Theater stage performance**
- **Video (Screencastify, etc.)**
- **Slides/PowerPoint**
- **Comic Book/Storyboard**

Unit 4: Readers Get to Know Their Characters (Optional If.....Then)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for students to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

See Modifications & Accommodations List

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

STANDARDS ADDRESSED

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

DESIRED RESULTS

Established Goals

Unit 5: Readers Have Big Jobs to Do (Fluency, Phonics & Comprehension)

This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency—all of which require the development of great problem solving skills. The main goal is to help students realize that they're ready to take on the important jobs a reader needs to do. First graders will learn that they can be the bosses of their reading, solving their own reading dilemmas by drawing on the tools and strategies they've learned from minilessons and small-group work. Additionally, they will learn to balance their reading energies between word solving and meaning making so that their experiences with texts are well rounded, thoughtful, efficient, and meaningful. In the initial bends of this unit, it will be important to support a growth mindset with your students—one where children believe they CAN take charge of their reading if they persist and stay positive. They will learn to access and expand their repertoire of word-solving skills, as well as draw from multiple sources of information in their problem solving. Next, children will learn to apply their expanded repertoire of strategies across longer texts: monitoring for meaning and increasing their strategies for understanding new vocabulary words. Lastly, this unit will ask readers to pull together everything they've learned to problem solve on the run and read with fluency.

Transfer

Students will be able to independently use their learning to...

- read increasingly complex texts with accuracy, comprehension, and fluency
- become the bosses of their own reading and take charge of their reading, and solve dilemmas when they arise.
- Apply their expanded repertoire of strategies across longer texts: monitoring for meaning and increasing their strategies for understanding new vocabulary words.
- put together all that they know about reading and read fluently.

Meaning

Big Ideas & Understandings

- Students will understand that...
- There are many ways that readers push

Essential Questions

- Students will keep considering...
- How do readers push themselves to read with

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Meaning	
<p>themselves to read for volume and stamina.</p> <ul style="list-style-type: none"> • Readers can think about the story and how books sound to help them figure out tricky parts. • Readers react when they reach a tricky part in their reading, and work through difficulty with independence. • Readers reread to help their reading sound better and to monitor for understanding 	<p>accuracy, comprehension, and fluency?</p> <ul style="list-style-type: none"> • Why is it important to stop and think while we read? • How do readers make sense of the words on a page? • How can I become a better reader? • Why is it important to persevere (never give up)?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Utilize phonetic strategies they need in order to read texts at their just right level. <ul style="list-style-type: none"> • Utilize strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers. • Apply reading strategies with accuracy and automaticity 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • using phonetic strategies to read at their just right reading level. • word solving, cross checking, self correcting, and meaning making • using reading strategies and automatically reading words.

STANDARDS

New Jersey Common Core - Grade 1 - English Language Arts ELA
CCSS.ELA-Literacy.RL.1.1

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.3
Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-Literacy.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-Literacy.RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CCSS.ELA-Literacy.RL.1.6
Identify who is telling the story at various points in a text.
CCSS.ELA-Literacy.RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-Literacy.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.
CCSS.ELA-Literacy.RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCSS.ELA-Literacy.RI.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.1.2
Identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-Literacy.RI.1.4

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCSS.ELA-Literacy.RI.1.7
Use the illustrations and details in a text to describe its key ideas.
CCSS.ELA-Literacy.RI.1.10
With prompting and support, read informational texts appropriately complex for grade 1.
CCSS.ELA-Literacy.RF.1.1a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CCSS.ELA-Literacy.RF.1.2a
Distinguish long from short vowel sounds in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.2b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CCSS.ELA-Literacy.RF.1.2c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.2d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CCSS.ELA-Literacy.RF.1.3a
Know the spelling-sound correspondences for common consonant digraphs.
CCSS.ELA-Literacy.RF.1.3b
Decode regularly spelled one-syllable words.

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

CCSS.ELA-Literacy.RF.1.3c
Know final -e and common vowel team conventions for representing long vowel sounds.
CCSS.ELA-Literacy.RF.1.3d
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCSS.ELA-Literacy.RF.1.3e
Decode two-syllable words following basic patterns by breaking the words into syllables.
CCSS.ELA-Literacy.RF.1.3f
Read words with inflectional endings.
CCSS.ELA-Literacy.RF.1.3g
Recognize and read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RF.1.4a
Read on-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.1.4b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.1.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

CCSS.ELA-Literacy.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCSS.ELA-Literacy.SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-Literacy.SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1d
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
CCSS.ELA-Literacy.L.1.1e
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
CCSS.ELA-Literacy.L.1.1f
Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.1h
Use determiners (e.g., articles, demonstratives).
CCSS.ELA-Literacy.L.1.1b
Use common, proper, and possessive nouns.

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Formative Assessment: <ul style="list-style-type: none">● Accountable talk with partners● Whole group participation● Teacher observations● Conferences and small groups● Rubrics & Checklists● Writing Folders and Notebooks Summative: <ul style="list-style-type: none">● Fountas & Pinnell Running Record Assessments: Benchmark Independent Reading Levels Chart
	Other Evidence: Reading & Writing Project Assessments <ul style="list-style-type: none">○ Concepts of Print○ High Frequency Words○ Letter Sounds Identification

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Lesson 1: You Be the Boss!

Demonstration Text: Dinosaur Chase by Hugh Price

When readers are the boss of their reading, one of their jobs is to stop at the first sign of trouble.

Then they say, "I can solve this! I can try something, using all that I know."

Show old anchor chart: Good Habits for Solving Tricky Words

Be the Boss of Your Reading

1. STOP at the first sign of trouble
2. Try SOMETHING (Check tools)

Lesson 2: Readers Use Everything They Know to Solve a Word

Demonstration Text: Dinosaur Chase by Hugh Price

If you are really in charge of your reading, you do everything it takes to figure out the hard parts.

You try something and then try something else to get the job done.

Show old anchor chart: Good Habits for Solving Tricky Words

Be the Boss of Your Reading

1. STOP at the first sign of trouble
2. Try SOMETHING (Check tools)
3. Add: Try something ELSE to get the job done

Lesson 3: Readers Check It to Self-Monitor

Demonstration Text: Dinosaur Chase by Hugh Price

When you've read a tricky word correctly, you have to be the boss and check it. You do a triple check. Ask, "does it make sense? Does it look right? does it sound right?"

Show old anchor chart: Good Habits for Solving Tricky Words

Be the Boss of Your Reading

1. STOP at the first sign of trouble
2. Try SOMETHING (Check tools)

Tools for Solving and Checking Hard Words Try Something Check it

Check the picture Does it make sense?

Get a running start Does it sound right?

Try it 2 ways - Look at ALL the word parts

- Do a s-l-o-w check - Crash the parts together

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Does that look right?

Lesson 4: Readers Make a Plan

Demonstration Text: Dinosaur Chase by Hugh Price

Readers who are in charge have big plans for reading. They think “what do I do a lot? What can I do even more?” and then they make a plan to be the best they can be.

Show class chart: Tools for Solving and Checking Hard Words

Lesson 5: Readers Get Help When They Need It

Demonstration Text: Dinosaur Chase

by Hugh Price

Sometimes people need to work together to solve hard problems. You can call on your partner to help you use lots of strategies and check your reading, especially when it feels tough.

Add to old anchor chart, Reading Partners Work Together

Add: We work together to solve hard problems

3. Try something ELSE to get the job done

4. Add: Check it. Do a triple-check

Part 2: Readers Add New Tools to Read Hard Words

Lesson 6 Readers Think About the Story to Solve Problems

Demonstration Text: Zelda and Ivy (The Runaways)

Readers don't just look at the picture. They also think about what is happening in the story to help them figure out what word would make sense.

Add to old anchor chart, Reading Partners Work Together

Add: We keep track of what's happening

Lesson 7: Readers Think About What Kind of Word Would Fit

Demonstration Text: Zelda and Ivy (The Runaways)

Another tool readers use to get jobs done is that they listen carefully as they read to consider what word might come next. They think, “what would sound right? What kind of word would fit here?”

Tools for Solving and Checking Hard Words Try Something Check it

Check the picture Think about what's happening-Does it make sense?

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Lesson 8: Readers Slow Down to Break Up Long Words

Demonstration Text: Use Word Tiles

As books get harder, some of the words also get harder. But you can slow down, look at all the word parts of a word, and read it part by part.

(Anchor Chart)

Tools for Solving and Checking Hard Words

Try Something- Check it-

Check the picture-Does it make sense?

Think about what's happening -Does it make sense?

Get a running start-Think what word would fit

Try it 2 ways - Look at ALL the word parts - Do a s-l-o-w check - Crash the parts together - ADD: Read it part by part- Does that look right?

Lesson 9: Readers Use Words They Know to Solve Words They Don't Know

Demonstration Text: Zelda and Ivy (The Runaways)

Readers can use words they know to read words they don't know. When you are stuck on a word, you can think, 'do I know how to read or write a word that looks like this one?'

Tools for Solving and Checking Hard Words

Try Something- Check it-

Check the picture-Does it make sense?

Think about what's happening -Does it make sense?

Get a running start-Think what word would fit

Try it 2 ways - Look at ALL the word parts - Do a s-l-o-w check - Crash the parts together - ADD: Read it part by part- Does that look right?

Lesson 10: Readers Try Sounds Many Ways to Figure Out Words

Demonstration Text: Zelda and Ivy (The Runaways)

Readers are flexible. They know that letters and groups of letters can make different sounds.

You can say the word or the word part many ways to figure it out.

Replace "Try it 2 ways" to "Try it MANY ways"

Demonstration Text: Zelda and Ivy (The Runaways)

Lesson 11: Readers Use Sight Words to Read Fluently

Demonstration Text: Zelda and Ivy (The Runaways)

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

As books get harder, some of the words also get harder. But you can slow down, look at all the word parts of a word, and read it part by part.

Readers can use words they know to read words they don't know. When you are stuck on a word, you can think, 'do I know how to read or write a word that looks like this one?'

Readers are flexible. They know that letters and groups of letters can make different sounds. You can say the word or the word part many ways to figure it out.

Replace "Try it 2 ways" to "Try it MANY ways"

Readers only slow down to read a word when they have to. Instead, they read most words in books in a snap and keep on going, making reading as smooth as it can be.

Get a running start

ADD: Think what word would fit

Does it sound right?

Try it 2 ways - Look at ALL the word parts

- Do a s-l-o-w check - Crash the parts together

Does that look right?

Part 3: Readers Use Tools to Understand Books

Lesson 12: Readers Work to Understand Rereading

If They Don't Get it Demonstration Text: Zelda and Ivy (The Runaways)

Readers don't just work hard to read words. They work hard to understand books. As you read, always check, 'am I getting it?' If not, reread to figure out how everything fits together.

Tools for Understanding Our Books

1. Check that you're getting it!

Add to old anchor chart, Reading Partners Work Together

Add: We think, "What might happen next?"

Lesson 13: Readers Make Mind Movies To Picture What's Happening

Demonstration Text: Zelda and Ivy (The Runaways)

Another tool readers use to imagine books is their imagination. Readers pay attention to what's happening and imagine more than just what's in the pictures. They use their imagination to turn the pictures into a movie in their mind.

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Tools for Understanding Our Books

1. Check that you're getting it!
2. Add: Make a movie to picture what's happening

Add to old anchor chart, Reading Partners Work Together

Add: We act it out to understand

Lesson 14: Readers Keep Track of Who's Talking

As They Read Demonstration Text:

Zelda and Ivy (The Runaways)

To really understand your books, it's important not to just pay close attention to the actions, but also to pay attention to the dialogue. Readers keep track of who's talking as they read.

Tools for Understanding Our Books

1. Check that you're getting it!
2. Make a movie to picture what's happening
3. Add: Keep track of who's talking

Lesson 15: Readers Don't Just Read Words They Understand Words

Demonstration Text: Zelda and Ivy (The Runaways)

Readers learn new words from all the books they read. When you figure out how to read a word, but you don't know what it means, you stop and think about it. You can look for clues in the picture and the other words to understand the new word the best you can.

Tools for Understanding Our Books

1. Check that you're getting it!
2. Make a movie to picture what's happening
3. Keep track of who's talking
4. Add: Say the word the best you can - think about what it means

Part 3: Readers Use Everything They Know to Get the Job Done

Lesson 16: Readers Use Everything They Know to Get the Job Done Quickly

Demonstration Text: Tumbleweed Stew By Susan Stevens Crummel

To really be in charge of your reading, you need to use everything you know, quickly! When you get stuck on a hard word, or on a hard part, use all of your tools to get the job done fast, and keep going.

Show old anchor chart, Tools for Solving and Checking Hard Words

Show old anchor chart, Tools for Understanding Our Books

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Lesson 17: Readers Investigate Ways to Make Reading Sound Great

Demonstration Text: Audiobook Frog and Toad Are Friends By Arnold Lobel

Inquiry question: How do readers make reading sound really great? What does this reader do that I can try, too?

Ways to Sound Like a Reading STAR!

1. Scoop up lots of words
2. Looks for clues like dialogue tags
3. Change your voice to sound like the characters
4. Show feelings
5. Read some parts s-l-o-w and then some parts fast
6. Add sound effects
7. Read loud and clear

Lesson 18: Partners Work Together to Make Reading Sound Its Very Best

Celebration

Demonstration Text: ANY of the unit texts

To make your reading sound its very best, it helps to have an audience. Partners can work together to listen and to give tips.

Add to old anchor chart, Reading Partners Work Together

Add: We make our reading sounds its very best

Unit 5: Readers have Big Jobs to do (Fluency, Phonics, and Comprehension)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for students to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

See Modifications & Accommodations List

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

STANDARDS ADDRESSED

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

DESIRED RESULTS

Established Goals

Unit #6: Meeting Characters and Learning Lessons (A Study of Story Elements)

After a sequence of units that focused tightly on the reading processes—on cross-checking and integrating multiple sources of meaning and on reading across the word—this is a unit that helps kids experience the power of story. This unit teaches empathy, imagination, envisionment, prediction—all those beautiful comprehension skills that add up to engagement. It relies on the nuts and bolts of story elements and on the skills that are foundational to literal and inferential comprehension. This unit is divided into four parts. The first part 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 to “keep up” with the character, along the way making predictions to “look ahead” to anticipate what’s to come. You’ll also help your readers hold onto longer and more complex texts by determining importance to retell key details in sequence. The second part teaches readers to learn all they can about the main and secondary characters and to grow ideas about how these characters feel, as well as what they might be saying and thinking, in order to sound like the characters, reading in a way that brings them to life. The third part digs deeper, focusing on pulling lessons from the stories they read. Lastly, the fourth part encourages readers to recommend favorite books, passing along those life lessons.

Transfer

Students will be able to independently use their learning to...understand this power of story. Students will learn how to use comprehension skills like, empathy, imagination, and prediction imagination, and prediction—that add up to engagement and deeper understanding of the text.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Readers can think about the story and how books sound to help them figure out tricky parts.<ul style="list-style-type: none">• Readers react when they reach a tricky part in	<p>Students will keep considering...</p> <ul style="list-style-type: none">• Why is it important to stop and think as we read?• How can I become a better reader?• How can working with a partner help me become

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Meaning

<p>their reading, and work through difficulty with independence.</p> <ul style="list-style-type: none">• Readers reread to help their reading sound better and to monitor for understanding.• Readers automatically use a repertoire of strategies as they read.• Reading books helps us learn about our lives and our world.• Readers match the picture in their mind with the words on the page.• Readers share their opinions about books with others.	<p>a better reader, writer, and thinker?</p>
---	--

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• that print strategies will help students read texts on their just right levels.• and be familiar with story elements: characters, setting and story events• how to retell a story including key details.• the central message of a text	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Utilizing print strategies to read texts at just right levels.<ul style="list-style-type: none">• Identifying story elements (characters, setting, and story events).• Retelling stories, including key details.• Demonstrating understanding of a central message or lesson in a text.

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p>	<p>Performance Task(s): Formative Assessment:</p> <ul style="list-style-type: none"> ● Accountable talk with partners ● Whole group participation ● Teacher observations ● Conferences and small groups ● Rubrics & Checklists ● Writing Folders and Notebooks <p>Summative:</p> <ul style="list-style-type: none"> ● Fountas & Pinnell Running Record Assessments: Benchmark Independent Reading Levels Chart ● Reading & Writing Project Assessments ○ Concepts of Print ○ High Frequency Words ○ Letter Sounds Identification
	<p>Other Evidence: Teacher resources:</p> <ul style="list-style-type: none"> ● Unit of Study: Meeting Characters and Learning Lessons, by Lucy Calkins ● 2019-20 Teachers College Calendar ● The Reading Strategies Book by Jen Seravallo ● Fountas & Pinnell Guided Literacy Continuum ● Any appropriate grade 1 novel as a read-aloud model to set up the routines ● Upstairs Mouse, Downstairs Mole by Wong Herbert Yee (Level L) ● Chrysanthemum by Kevin Henkes (Level M) ● A Chair For My Mother by Vera B. Williams (Level M) ● George and Martha One Fine Day by James

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

	<p>Marshall (Level L)</p> <ul style="list-style-type: none">● Iris and Walter and the Field Trip by Elissa Haden Guest (Level J)● Mr. Putter and Tabby Drop the Ball by Cynthia Rylant (Level J)● Fly Guy by Tedd Arnold (Level H)● Pinky and Rex b James Howe (Level L)● The Magic TreeHouse series by Mary Pope Osbourne (Level M)● Little Critter series by: Mercer Mayer (Level L)● Poppleton by Cynthia Rylant (Level J)● Ivy and Bean by Annie Barrows (Level M)● Marvin Redpost by Louis Sachar (Level M)● Amber Brown by Paula Danzinger (Level G)● Lilly's Purple Plastic Purse b Kevin Henkes (Level M)● Houndsley and Catina by James Howe (Level K)● Ready Freddy Tooth Trouble by: Anne Klein (Level L)● Amelia Bedelia (Level L)● Flat Stanley (Level M)● Ish by Peter H. Reynolds● Curious George Gets a Medal by H.A.Rey● Frog & Toad Are Friends by Arnold Lobel● Teacher-selected books for book talks and modeling good reader behaviors● Mentor Texts/Shared Reading○ George and Martha One More Time by James Marshall (Level L)○ "Chums" by Arthur Guiterman <p>Student resources:</p> <ul style="list-style-type: none">● Leveled books● Copies of popular storybooks
--	--

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

	<p>Digital Resources:</p> <ul style="list-style-type: none">● Units of Study Online Resource
--	--

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1: Going on Reading Adventures

Lesson 1: Readers Preview Stories to Get Ready for Reading Adventures

Demonstration Text Iris & Walter & the Field Trip by Elissa Haden Guest

It's important to get ready for your reading adventures. Readers take a sneak peek to find out where they'll go and what they'll do.

How to Take a Sneak Peek

- Before I start to read, I look at the front of the book. I look at the words and pictures and ask myself, "Where will this story take place?" AND "What might the characters do?"
- I look at the back of the book. I ask, "Are there more clues here?"
- I also look at the contents page and ask, "What other information can I learn from the titles of the chapters?"

Off We Go! Readers Go On Adventures!

1. Get ready! Take a sneak peek
2. Keep track of where and when

Lesson 2: Readers Use the Storyline to Predict

It's important to get ready for your reading adventures. Readers take a sneak peek to find out where they'll go and what they'll do.

How to Take a Sneak Peek

- Before I start to read, I look at the front of the book. I look at the words and pictures and ask myself, "Where will this story take place?" AND "What might the characters do?"
- I look at the back of the book. I ask, "Are there more clues here?"
- I also look at the contents page and ask, "What other information can I learn from the titles of the chapters?"

Off We Go! Readers Go On Adventures!

1. Get ready! Take a sneak peek
2. Keep track of where and when

Demonstration Text Ghost-Eye Tree by Bill Martin Jr.

When you read stories, you're not just tagging along behind the character. You're also looking ahead and imagining what's next. You think about what's already happened to predict what

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

might happen next.

What to Do When Reading

- Read a chunk of your book (a few pages).
- STOP and ask yourself, “What might happen next?”
- Read on to see if you were right OR if you get to be surprised.
- Try it again after reading another chunk of your book.

Off We Go! Readers Go On Adventures!

Add: Predict what might happen next

Lesson 3: Readers Retell to Retain the Story

Demonstration Text Iris & Walter & the Field Trip by Elissa Haden Guest

The best way to remember a book forever and ever is to tell someone else about it. After you read a great book, you can take it to a friend and say, “Can I tell you about this book?” If you’ve marked some of the important parts, it will help you retell what happened.

How to Remember a Book

- I remember the most important parts of the book.
- I turn back to those big events and leave a post-it.
- When I retell, I flip through the book. I stop at the post-its and retell what happened in that part.
- I continue doing this until I reach the end of the book!

Lesson 4: Readers Revisit Books to Notice More

Demonstration Text Iris & Walter & the Field Trip by Elissa Haden Guest

Off We Go! Readers Go On Adventures!

Add: Retell the important parts! Mark the pages to remember

Readers know that they can go back to the same place, the same page, and the same reading adventure and see something new every time. Readers reread!

Reread to Notice More

- Reread the story.
- Pause to notice more details.
- Now, you can understand the story a bit better.

Off We Go! Readers Go On Adventures!

Add: Reread o Notice More

Lesson 5: Readers Reread to Notice Pages that Go Together

Demonstration Text Iris & Walter & the Field Trip by Elissa Haden Guest

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

When readers reread, they notice how parts of the story go together. You might notice that the same kinds of things happen again and again, or notice the way the trouble starts and ends.”

What to do When You Reread Books

- After reading a book all the way through, think about what pages go together. Mark them with post-its.
- Ask yourself, “How are these pages ALL alike?” (It could be a repeated pattern OR the way the trouble starts and ends.)
- Tell a partner about the patterns you notice.

Off We Go! Readers Go On Adventures!

Add: Connect parts of the story together

Part 2: Studying Characters in Books

Lesson 6: Learning About the Main Character

Demonstration Text Mr. Putter and Tabby

Drop the Ball by Cynthia Rylant

The best part of reading stories isn't that you go on great adventures. It's that you meet interesting characters along the way. Characters are the most important ingredients in any story, so readers pay attention to details to learn all they can about them.

How to Understand Characters

- Decide who are the most important characters in the story
- As you read, pay attention to:

Lessons 7: Readers Learn About Characters by Noticing Their Relationships

Demonstration Text Mr. Putter and Tabby Drop the Ball by Cynthia Rylant

Readers Meet Characters Along the Way!

Learn about the character

Readers don't just get to know the character who is the star of the story. They get to know the other characters, too. When you learn about the other characters, you end up knowing the main character even better.

Understanding Other Characters

- When we are introduced to a new character, we read slowly and carefully.
- After reading a chunk of information about the new character, we ask ourselves, “What are we learning so far about (character)?”
- We continue reading, working hard to learn about the main character AND this new character...at

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

the same time.

- We talk to our partner about what we are learning about the characters and their relationship.

Readers Meet Characters Along the Way!

Add: Pay attention to the other characters too

Lesson 8: Rereading to Learn More about Characters Demonstration Text Mr. Putter and Tabby

Drop the Ball by Cynthia Rylant

Lesson 9: Readers Become the Character Demonstration Text Mr. Putter and Tabby Drop the Ball by Cynthia Rylant

- Who the character IS (and be able to tell all about them)
- What the character likes
- The kinds of things the character says and does
- Do this work using the words and the pictures

Lesson 10: Characters' Feelings change, and So Do Readers' Voices

Demonstration Text Mr. Putter and Tabby

Drop the Ball by Cynthia Rylant

Readers expect a character's feelings to change across the story, and that when feelings change, readers take action. They change their reading voices to show each new feeling.

How to Read To Express Feelings

- As we read we want to make sure our voices match the feeling in that part of the book.

We keep an eye out for when the feelings change.

- When they do, we STOP. We think to ourselves,
 - Did the feeling change?
 - What feeling is happening now?
 - What information in the words and pictures shows that?
- Try to make your voice match the new part.
- Change your voice to match the feelings of every part of the book...all the way to the end!

Readers Meet Characters Along the Way!

Add: Notice when feelings change - then change your voice

Lesson 11: Clues Help Readers Know How to Read a Story

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Demonstration Text Mr. Putter and Tabby Drop the Ball by Cynthia Rylant

Guided Inquiry: What clues do authors leave that readers can use to bring characters to life?

Clues that Help Readers Know HOW to Read:

- Punctuation at the end (. ? !)
- Punctuation in the middle (, ...)
- Special print (bold italic CAPITAL)
- Dialogue (shouted/whispered)
- Pictures

Lesson 12: Readers Reread to Smooth Out Their Voices and Show Big Feelings

Demonstration Text Mr. Putter and Tabby Drop the Ball by Cynthia Rylant

Readers reread to see new details, and to learn more about the characters, but they also reread to make their voices sound smoother. You can reread to smooth out bumpy parts and to show the big feelings in each part. Rereading can help you perform your books.

What to Do When Rereading a Book

- As you are reading, stop to check in on how your reading sounds.
- Ask yourself, “Is my voice smooth?” “Am I showing the big feelings in this part?”
- If not, remember to reread and try again!

Part 3: Learning Important Lessons

Lesson 13: Discovering the Lessons Familiar Stories Teach

Demonstration Text Frog & Toad are Friends by Arnold Lobel

Stories are like fortune cookies. When you open up a story, you find there’s a little life lesson inside it.

Readers Learn Lessons

Reread the ending and think, “how did the problem get fixed?”

Think, “what did the character realize? learn?”

Lesson 14: Readers Always Keep Life Lessons in Mind

Demonstration Text Curious George Gets a Medal by H.A.Rey

As a reader, you don’t just think about the life lessons at the end of a story. You also think about them when you start reading a new book. You can try to predict what the lesson will be even before you start to read, thinking right from the start, “I wonder if this is going to be one of those stories that teaches you...”

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Readers Learn Lessons

Add: Predict the lesson from the start (“I wonder if this ...”)

Lesson 15: Readers Make Comparisons

Stories are like fortune cookies. When you open up a story, you find there’s a little life lesson inside it. Readers Learn Lessons

Reread the ending and think, “how did the problem get fixed?”

Think, “what did the character realize? learn?”

Demonstration Text Use any 2 read alouds

Lesson 16: Readers Group Books by the Lessons They Teach

Readers don’t just read books. Readers don’t just think about characters and life lessons.

Readers also compare and contrast books. They think, “What’s the same?” and “What’s different?” We can talk about characters, setting, feelings, or the trouble in the story.

Readers Learn Lessons

Add: Compare and contrast books together

When you compare books, categories begin to form. You start to realize that books teach similar lessons. You can think, “How are these lessons the same?” to group books together.

How to Compare Lessons in Books

- While rereading the books in your baggies, think, “Where might this book go?” Work hard to think about groups that tell about the life lesson?
- Then, make little stacks to put ALL your books into categories, or groups.
- You might even make a label for your stack using a post-it to jot how the books are the same.

Book Suggestion to Use:

Iris & Walter and the Field Trip

Little Red Riding Hood

No, David!

The Carrot Seed

Ruthie and the Not-So-Teeny Tiny Lie

Part 4: Growing Opinions About Books

Lesson 17: Readers Share Their Opinions about Books

Demonstration Text Upstairs Mouse, Downstairs Mouse by Wong Herbert Yee

Readers who know books well have strong opinions. And readers don’t keep those opinions to themselves. You can recommend books you love the most.

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Recommend Books You Love

1. Introduce the book and the main character.
2. Retell the BIG things that happen (you can retell the important parts with placed post-its while you were reading, but DON'T give away the ending!)
3. Pass along the lesson.

Lesson 18: Readers Rehearse What They Will Say

Celebration

Demonstration Text

Upstairs Mouse,

Downstairs Mouse

by Wong Herbert Yee

Unit 6: Meeting Characters and Learning Lessons (A Study of Story Elements)

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning

- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for students to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

See Modifications & Accommodations List

Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

STANDARDS ADDRESSED

New Jersey Common Core - Grade 1 - English Language Arts ELA
CCSS.ELA-Literacy.RL.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.3
Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-Literacy.RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCSS.ELA-Literacy.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-Literacy.RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CCSS.ELA-Literacy.RF.1.2c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.2d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CCSS.ELA-Literacy.RF.1.3a
Know the spelling-sound correspondences for common consonant digraphs.
CCSS.ELA-Literacy.RF.1.3b
Decode regularly spelled one-syllable words.
CCSS.ELA-Literacy.RF.1.3c
Know final -e and common vowel team conventions for representing long vowel sounds.

Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

CCSS.ELA-Literacy.RF.1.3d
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCSS.ELA-Literacy.RF.1.3e
Decode two-syllable words following basic patterns by breaking the words into syllables.
CCSS.ELA-Literacy.RF.1.3f
Read words with inflectional endings.
CCSS.ELA-Literacy.RF.1.3g
Recognize and read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RF.1.4a
Read on-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.1.4b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.1.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCSS.ELA-Literacy.W.1.2
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCSS.ELA-Literacy.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCSS.ELA-Literacy.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

CCSS.ELA-Literacy.SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-Literacy.SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.L.1.1g
Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CCSS.ELA-Literacy.L.1.1f
Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.1e
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
CCSS.ELA-Literacy.L.1.1d
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

CCSS.ELA-Literacy.L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1b
Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1a
Print all upper- and lowercase letters.
CCSS.ELA-Literacy.SL.1.6
Produce complete sentences when appropriate to task and situation.
CCSS.ELA-Literacy.L.1.1h
Use determiners (e.g., articles, demonstratives).
CCSS.ELA-Literacy.L.1.1i
Use frequently occurring prepositions (e.g., during, beyond, toward).

Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

DESIRED RESULTS

Established Goals

Optional Unit #7: Reading Nonfiction Cover to Cover - Nonfiction Book Clubs

(If..Then..Unit)

In this unit students will work to improve nonfiction reading skills, as well as their speaking and listening skills. Many nonfiction books today contain vivid imagery, action, humor, and connections to children's lives and are meant to be enjoyed in their entirety and not just skimmed for facts. Students will learn how to read nonfiction books fully and deeply from the first page to the last. They will move from simply "fact collecting" to a deeper understanding of main ideas and supporting details. Students will be reading longer books and will acquire the strategies to hold onto the important information in the text and let go of the less important material. They will also learn to take the information provided in one book and add it to information learned in other books, thinking and learning about a topic across many texts.

Transfer

Students will be able to independently use their learning to...

- improve their reading of nonfiction books and read nonfiction books from the first page to the last.
- improve their speaking and listening skills
- identify the main idea of a text
- think and learn about a topic across many texts

Meaning

Big Ideas & Understandings

Students will understand that...

- No matter what kind of book they are reading, readers should always be able to make sense of the text.
 - Nonfiction readers respond to the information they

Essential Questions

Students will keep considering...

- How can readers draw on everything they know about informational reading to understand how the different parts of the books they read go together?
 - How can readers assume a teaching voice and stance as they read, so that they are able to share

Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Meaning	
<p>learn in books.</p> <ul style="list-style-type: none"> • Readers can break longer text apart into manageable sections. 	<p>their learning with their reading club?</p> <ul style="list-style-type: none"> • How can readers work together in a club to add their own thinking to the information they learn from the books they read? • How can readers in a club hold meaningful conversations, make inferences, revise their thinking and grow ideas, in the company of one another? • How can clubmates compare and contrast two (or perhaps more) texts on the same topic and put together this information to come up with newer, bigger thinking?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • The main ideas of what they've learned. <ul style="list-style-type: none"> • How to break longer text apart into manageable sections • The author's purpose in writing the book • How to get ready to read a text 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 • What each chapter or section in a book was mostly about to compare it to other books • How to read like writers, comparing and contrasting the styles of different books • How to respond to the information they learn in 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Teaching their clubmates the main ideas of what they've learned. <ul style="list-style-type: none"> • Breaking longer text apart into manageable sections • Considering the author's purpose in writing the book • Getting 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 • Making sense of the text no matter what book they are reading • Naming what each chapter or section in a book was mostly about to compare it to other books

Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

Acquisition

<p>books</p> <ul style="list-style-type: none">● To stop and think after reading each section of the text, "What is this mostly about?"	<ul style="list-style-type: none">● Reading like writers, comparing and contrasting the styles of different books● Responding to the information they learn in books● Stopping and thinking after reading each section of the text, "What is this mostly about?"
---	--

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Unit 7: *OPTIONAL* Reading Nonfiction Cover to Cover

Grade 1 ELA Reading copy - Last Updated on October 26, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1: Individuals Bring Their Strengths as NF Readers to Clubs

Demonstration Text: ANY NF book of choice for level I/J

Lesson 1: Previewing nonfiction book

Lesson 2: Using similar strategies as fictions books

You and your club members can sort the 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. For each book, you can say, 'Are there other books like this one? Are there other books that fit with this one? Are there other books with the same topic?' Books that go together can be put in the same basket

How to Preview Non-fiction Books

- Preview book and ask, "What is the main topic or idea?"
- Think, is this related to another book that you read?
- If the books go together, put them in a pile

Readers need not start from scratch when they read a new book. They already know strategies to use when reading nonfiction books. They can use the charts in the classroom as a reminder of all the reading work they already know how to do. When they pick up a book, they ask, "What kind of text is this? What strategies do I know for reading this kind of text?"

Use similar strategies to read non-fiction books

- Pick up a non-fiction book
- Look around the classroom for reminders

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION