

Summit Public Schools
Summit, New Jersey
Grade Level: First Grade (1) / Content Area: Reading

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Grammar Skill & Word Work
September/ October	Building Good Reading Habits (book 1)	Small Moments: Writing with Focus, Detail, and Dialogue (book 1)	--Using a repertoire of strategies to spell words --Printing upper and lowercase letters
October/ November	Word Detectives: Strategies for Using High-Frequency Words and for Decoding (new book)	Writing How-To Books (If... Then...)	--Capitalization: dates and names of people --Vocabulary: sorting and categorizing words by meaning
December/ January	Learning About the World: Reading Nonfiction (book 2)	Non-Fiction Chapter Books (book 2)	--Verbs: shades of meaning --Verbs: past, present, and future
February/March	Readers Get to Know Characters by Performing Their Books (If... Then...)	Writing Reviews (book 3)	--Adjectives: varying degrees of intensity --Varying end punctuation marks
March/April	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (book 3)	Poetry and Songs (If...Then...)	--Commas: dates and to separate single words in a series --Syntax: constructing complex sentences using conjunctions
May/June	Meeting Characters and Learning Lessons: A Study of Story Elements (book 4)	From Scenes to Series: Writing Fiction (book 4)	--Prepositions --Personal and possessive pronouns (I, me, my, they, them, anyone, everything)

Building Good Reading Habits (Book 1)

September/October

This unit is designed as an introduction to first grade reading workshop. The theme "readers have good habits" is a way to unite all the disparate reminders the teacher will be giving kids so that these reminders are more easily remembered. These habits are organized into three categories--habits for reading long and strong, habits for solving hard words, and habits for working with a partner--each corresponding to one of the three bends.

For this unit, it will be important to have the following in place for your students: access to a leveled classroom library from which students shop every week, clear structures and routines for setting up their reading spots, reading mats, spoons or another tool to support scooping up words/phrases, clearly-posted partnership charts, procedures for private reading versus partner reading, etc. Additionally, word walls that are co-created with students throughout the year will be important to the work of developing a high-frequency word vocabulary.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> • Establish routines and expectations • Build strategies for partner reading • Use beginning reading behaviors and print strategies 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How do readers push themselves to read more? • What do readers think while they read? • How do readers make sense of the words on a page? • How do readers share books? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • There are many ways that readers push themselves to read with enthusiasm and stamina. • 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.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus: Bend I: <u>Readers Push Ourselves to Read More and More</u></p>
Reading Standards for Literature Key Ideas and Details:	

<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p>	<p><u>Session 1:</u> Today I want to teach you that readers take a sneak peek at their books. They peek, and then they think (p. 2-7). We do this by:</p> <ol style="list-style-type: none"> 1. Peeking at the cover. Ask, "What will this book be mostly about?" 2. Look across the illustrations. Keep saying more about what you are thinking about the book.
<p>Craft and Structure:</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p>	<p><u>Session 2:</u> Today I want to teach you that, when readers get to the end of the book, they do <i>something</i>. They think more about what they just read (p. 8-15). We do this by:</p> <ol style="list-style-type: none"> 1. Rereading a favorite part. 2. Rereading the whole book. 3. Thinking back over the parts. 4. Retelling it to yourself.
<p>Integration of Knowledge and Ideas:</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.8. (Not applicable to literature)</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p><u>Session 3:</u> Today I want to teach you that readers work to read more and more and more books (p, 16-21). We do this by making a plan:</p> <ol style="list-style-type: none"> 1. Which books should I read first? Next (organizing our stack)? 2. Check in on your goal by asking, "How am I doing so far?" <p><u>Session 4:</u> Today I want to teach you that readers set goals for their reading (p. 22-24). We do this by:</p>
<p>Range of Reading and Level of Text Complexity:</p> <ul style="list-style-type: none"> ❑ RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. 	<ol style="list-style-type: none"> 1. Deciding, "How many books will I read today?" and write their goal on a post-it. 2. As you read each book, tally it on your goal post-it.
<p>Reading Standards for Informational Text</p> <p>Key Ideas and Detail:</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p>	<p><u>Session 5:</u> Today I want to teach you that readers reread to make their voice sound smooth (p. 25-27). We do this by:</p> <ol style="list-style-type: none"> 1. After I read a part, I ask, "Was that bumpy and boring? Should I reread to make it smoother?" 2. Make a goal for what you will do to fix your reading: <ul style="list-style-type: none"> ● Show feeling in your voice ● Scooping up words

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Foundational Skills

Print Concepts:

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under grade 1 foundational skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

3. Check ourselves with a partner or by recording our voices.
4. Try again!

Session 6: Today I want to teach you that it's important to practice reading with your eyes instead of your finger (p. 28-33).

We do this so that we:

1. Read more quickly.
2. Scoop up more words at a time.
3. Read in phrases instead of word by word.

Session 7: Today I want to teach you that an important habit to have is to reread, so that you can see more and more each time (p. 34-36).

We do this in books we have read several times::

1. Studying the front cover and title, asking, "What might I learn about in this book?"
2. Review the text, noticing new details ("Oh, interesting!" and "Look, I didn't notice that before!")
3. Use all we have learned to draw conclusions about how the character is feeling about themselves and one another.

Bend II: Habits for Tackling Hard Words

Session 8: Today I want to teach you that readers take a sneak peek about what a page is going to be about, and use that information to figure out tricky words (p. 38-43).

We do this by:

1. Taking a sneak peek at the picture before looking at the words.
2. When we come to a tricky word, ask "How might the picture help me guess the word?"
3. Then, look at the letters in the word. Ask, "What word looks right?"
4. Take a guess, rereading the sentence to check that it makes sense.

Session 9: Today I want to teach you that 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 (p. 44-50)

We do this by:

Phonological Awareness:

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Fluency:

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1. Noticing our bad habits as we read (refer to chart on p. 46).
2. Set a goal to replace that bad habit with a good one (refer to chart on p. 47)
3. Track your progress every single day!

Session 10: Today I want to teach you that you need to look through the whole word, at all the parts to help your reading makes sense (p. 51-55).

We do this by:

1. Looking at the beginning, middle, and end parts of the word.
2. Using everything you know about letters and sounds to figure out what the word says.
3. Using other words you know that are inside the tricky word to help you solve.

Session 11: Today I want to teach you that readers keep the story in mind as they solve tricky words. They don't read in choppy ways --they think about what would make sense p. 56-58).

We do this by choosing another plan when sounding out doesn't work:

1. We look at the pictures and words and ask, "What is happening in the story?"
2. Then, we ask, "What word would make sense in this story?"
3. Reread to check that the guess makes sense.

Session 12: Today I want to teach you that readers do a double-check with their reading (p. 59-63).

We do this by working with a partner:

1. Checking to make sure a word makes sense with the story
2. Checking the letters on the page to be sure the word looks right.
3. Asking our partner, "What did I do well? How can I improve?"
4. Set a goal to continue practicing this skill.

Session 13: Today I want to teach you that readers *never* give up--they try, try again (p. 64-68)!

We do this by:

1. Looking at the picture and rereading the page.

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., during, beyond, toward).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

2. Asking, "What word might make sense?" (Jot it down.)
3. Ask, "What *other* words might make sense?" (Jot that word too.)
4. Ask, "Which looks *most* like the word in the book?"

Session 14: Today I want to teach you that readers pay close attention to vowels, especially when they are stuck to other letters and make different sounds (p. 69-72).

We do this by trying it out two ways:

1. Asking, "What would this word say if the vowel made a *short* sound?" Try it out.
2. Asking, "What would this word say if the vowel made a *long* sound?" Try it out.
3. Rereading, "Which makes sense in this sentence, and within this story?" by rereading.

Bend III: Partners Have Good Habits, Too!

Session 15: Today I want to teach you that, before sharing a book, readers can give their partners a book introduction (p. 74-78).

We do this by:

1. Telling my partner the title.
2. Retelling the important parts (i.e., who, where, and what).
3. Getting my partner excited to read with me by sharing a favorite part.
4. Making a plan for how you will read together.

Session 16: Today I want to teach you that partners cheer for each other to get stronger--and *help* each other do the hard work (p. 79-83).

We do this by:

1. When our partner comes to a tricky word, we offer a tip. (Students can use chart on p. 83 to support prompting.):
 - You can try to... Maybe that will help!
 - You can do it! Try something else!"
2. Cheer our partner on as they work to persevere.

Session 17: Today I want to teach you that partners do *something* at the end of a book (p. 84-87).

We do this by:

1. Rereading, *or*

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Speaking and Listening Standards

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

2. Retelling parts, *or*
3. Sharing ideas, *or*
4. Performing a scene.

CELEBRATION:

Today I want to teach you that partners help readers to think backward and to retell and remember the important moments of learning they had over this unit (or "chapter in their reading life"), and to think ahead--setting goals.

We do this by:

1. Looking over charts from across the unit.
2. Ask, "In what areas have I grown?"
3. Ask, "What goals can I set to improve?"
4. Create a tool to record and track your progress toward your goal.

Sample Assessments:

- TCRWP Running Records
- Sight Word Assessment (e.g, Fountas and Pinnell and Dolch sight word lists)
- Words Their Way spelling inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies:

Interdisciplinary Connections

- Engage in storytelling via Reader's Theater experiences
- Interactive writing: co-create charts outlining new habits and routines
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics

Technology Integration

- RazKids
- Use Screencastify to record student reading, partner feedback,

<p>C. Ask questions to clear up any confusion about the topics and texts under discussions</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>	<p>and/or student goals</p> <ul style="list-style-type: none"> • http://www.storylineonline.net/ for digital storybooks mentor reading examples • www.getepic.com for digital storybooks • www.brainpopjr.com for content-area integration <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives Celebrating Hispanic Heritage Month (September 15- October 15)</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- ❑ TCRWP Reading Book 1: *Building Good Reading Habits*, Grade 1, © 2015
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR1)
- ❑ Reading Pathways (for reading progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Mentor Texts:

Demonstration Texts:	Read Aloud/Shared Reading Texts
<ul style="list-style-type: none"><input type="checkbox"/> <i>Gossie & Gertie</i> by Olivier Dunrea<input type="checkbox"/> <i>Kazam's Birds</i> by Amy Ehrlich<input type="checkbox"/> "Little Miss Muffet" nursery rhyme	<ul style="list-style-type: none">● <i>Ish</i> by Peter H. Reynolds● <i>Ollie the Stomper</i> by Olivier Dunrea● <i>Fantastic Mr. Fox</i> by Roald Dahl● <i>Charlotte's Web</i> by E.B. White● <i>Make New Friends song</i>

Word Detectives: Strategies for Using High-Frequency Words and for Decoding (new book)

November/December

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.

The unit moves through three parts. In the first bend, you'll invite children to take on the role of word detectives-in-training, who will focus on having students monitor their reading by locating difficult words, using what they know to try solving these words, and then checking their attempts before either trying again or moving on. In the second bend, you continue the playful theme by letting your students know that they are now ready to become full-fledged word detectives, who work to increase their bank of high-frequency words--and also to use the words they know to solve unknown words. Finally, in the third bend, you will focus on ways to use visual information effectively.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Readers use multiple strategies simultaneously as they read
- Readers utilize snap words to read with fluency and to solve longer, more complex words
- Reading use their knowledge of letters and sounds to read words

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do readers respond when they come across a tricky word?
- Why is it important to use multiple strategies at once?
- How can partners help us improve our reading?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Readers think about a story and how the words will go before they read.
- Readers use all they know about letters, sounds, patterns, and high frequency words to help us read.
- Readers make sure they check and fix their words when they notice something is not quite right.

	<input type="checkbox"/> Partners help each other read.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
<u>Reading Standards for Literature</u> Key Ideas and Details: RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	<u>Bend I: Word Detectives in Training</u> <u>Session 1:</u> Today I want to teach you that word detectives are always on the lookout. They notice when there's a problem and stop to solve it right away (p. 2-9). We do this by: <ol style="list-style-type: none"> 1. Be on the lookout for problems as you read. 2. When you come to one, ask, "How can I solve it?" <ol style="list-style-type: none"> a. Paying attention to the letters in the word. b. Looking to the illustrations for help. c. Reread the sentence to check what makes sense
Craft and Structure: RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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. RL.1.6. Identify who is telling the story at various points in a text.	<u>Session 2:</u> 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 (p. 10-16) We do this by: <ol style="list-style-type: none"> 1. Looking at the beginning, middle, and end parts of the word. 2. Asking, "Do the letters I see in this word match all the sounds I hear when I say the word aloud?" 3. If not, I review all the parts of the word and try again.
Integration of Knowledge and Ideas: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature) RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	<u>Session 3:</u> Today I want to teach you that word detectives use everything they know to solve problems (p. 17-24). We do this by: <ol style="list-style-type: none"> 1. Getting a running start by rereading the sentence up until the tricky word. 2. Checking it! Do a double check! 3. Try it two ways.
Range of Reading and Level of Text Complexity:	<u>Session 4:</u> Today I want to teach you that when word detectives think they know what a word might say, they do a S-L-O-W check to be sure (p. 25-31). We do this by: <ol style="list-style-type: none"> 1. Point to each part of the word slowly.

<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	<ol style="list-style-type: none"> 2. Say each part as you point to it. 3. Reread, checking that all the parts look right.
<p>Reading Standards for Informational Text</p> <p>Key Ideas and Detail:</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure:</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity:</p>	<p><u>Session 5:</u> Today we will study the following question: What makes a good reading partner (p. 32-29)? Some ideas we hope to discover:</p> <ol style="list-style-type: none"> 1. Partners work together: <ul style="list-style-type: none"> ● Sit side by side ● Take turns ● Read together 2. Partners watch out for problems. Say: <ul style="list-style-type: none"> ● Stop! Something isn't right! ● Check it. ● Try that again. 3. Partners help each other solve words, NOT just tell the word. <p><u>Bend II: Word Detectives Tap into the Power of Snap Words</u></p> <p><u>Session 6:</u> Today I want to teach you that when word detectives see a word they know, they read it quickly (p. 42-49). We do this by:</p> <ol style="list-style-type: none"> 1. Reading the word wall, noticing words we can read in a snap! 2. Noticing these words in our books. 3. Reading them without sounding them out--in a snap! <p><u>Session 7:</u> Today I want to teach you that snap words are like pieces of a puzzle. Word detectives can use the clues they have to and think about what makes sense and sounds right to fill in the missing word (p. 50-56). We do this by:</p> <ol style="list-style-type: none"> 1. Reading the words we do know that are around the tricky word. 2. Zoom in on the tricky word, asking, "What word makes sense and sounds right in this sentence?" 3. Reread the sentence to check. <p><u>Session 8:</u> Today I want to teach you that readers can solve the tricky words in their books by asking, "Does this remind me of another word I know (p. 57-64)?"</p>

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Foundational Skills

Print Concepts:

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under grade 1 foundational skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

We do this by:

1. Looking across a tricky word, asking, "Does this remind me of another word I know?" (i.e., "The word "spray" reminds me of the word "day" because they both have endings that look the same.")
2. Using the word we know to help us sound out the part of the word that looks familiar to us.
3. Reread the sentence to make sure it makes sense.

Session 9: Today I want to teach you that word detectives don't work to solve the same word over and over. Once word detectives have figured out a hard word, they work on ways to remember it. Then, when they see the word again, they can read it in a snap (p. 65-72)!

We make new words into snap words by:

1. Looking at the word and reading it aloud.
2. Spell it aloud.
3. Write it.
4. Repeat until you know it in a snap.

Session 10: Today I want to teach you that readers "scoop up" words in groups that "go together." This helps reading sound smooth, like talking (p. 73-76).

We do this by:

1. Reading and rereading the sentence until it sounds right.
2. Reading and rereading pages, working to scoop up words that go together as we read.

Bend III: Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words to Read

Session 11: Today I want to teach you that just as word detectives can clap out the parts of a word that they want to write, they can break up the parts of a word they want to read (p. 78-85).

We do this by:

1. Breaking the word into syllables.
2. Read each syllable part, one by one.
3. Put all the parts together to read the word.
4. Reread the sentence to make sure it sounds right and makes sense.

- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Fluency:

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Session 12: Today I want to teach you that readers pay close attention to the beginning of a word. They especially look closely to see if there are any letters that go together (p. 86-89).

We do this by:

1. Looking for blends within words (such as dr, cr, st).
2. Putting the letters together to make the one sound that blend makes.
3. Sounding out the other parts of the word.
4. Bringing all those sounds together to solve the word.

Session 13: Today I want to teach you that 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 left over. Then, they can put the parts back together to read the whole word in a way that makes sense and sounds right (p. 90-96).

We do this by:

1. Looking across a word, asking, "Does the end part of this word look familiar?" Say that part and break it off.
2. Use all you know about solving tricky words to solve the unfamiliar part of the word.
3. Put the parts back together. Reread to check that it makes sense and sounds right.

Session 14: Today I want to teach you that word detectives don't let vowels trip them up (p. 97-103).

We do this by:

1. Looking at the vowels inside words, noticing when two vowels are side by side.
2. Try the word one way and then another until it makes sense and sounds right.
3. Reread the sentence to check.

Session 15: Today I want to teach you that you can use parts of words you know to help you figure out new words (p. 104-111).

We do this by:

1. When you come to a tricky word, ask, "Does part of this look like a word I know?"

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

2. Read or say the word you know.
3. Go back to the tricky word to figure the part that is the same.

Session 16: Today I want to teach you that readers pay close attention to unfamiliar words (p. 112-118).

We do this by:

1. Paying attention to contractions, and noticing familiar words within them.
2. Paying attention to compound words, and noticing the two words within them.
3. Reread to make sure the word sounds right and looks right.

Session 17: Today I want to remind you that after readers have read once to fix up the tricky words, they can reread to make their reading sound smooth (p. 119-125).

We do this by:

1. Reading the words in a sentence.
2. Paying attention to and fixing mistakes.
3. Reread again, putting the sentence all back together.

CELEBRATION: Today I want to teach you that word detectives use everything they know to show off their skills. They notice a problem, solve it, check it, and reread it to make it smooth.

We can celebrate by solving a mystery message (see Heinemann resources for message):

1. Provide each student with one word of the puzzle in an envelope.
2. Encourage students to use all they have learned across the unit to solve the word.
3. Work together as a class to assemble the words in the message into a sentence.

Sample Assessments:

- TCRWP Running Records
- Sight Word Assessment (e.g, Fountas and Pinnell and Dolch sight word lists)
- Words Their Way spelling inventory
- Formative/anecdotal assessments (data collected during

<p>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>Speaking and Listening Standards</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussions</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>	<p>small group, 1:1 conferences, active engagement, and share time)</p> <p style="text-align: center;">Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Engage in storytelling via Reader's Theater experiences ● Interactive writing: co-create charts outlining new habits and routines ● Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics <p>Technology Integration</p> <ul style="list-style-type: none"> ● RazKids ● Use Screencastify to record student reading, partner feedback, and/or student goals ● http://www.storylineonline.net/ for digital storybooks mentor reading examples ● www.getepic.com for digital storybooks ● www.brainpopjr.com for content-area integration <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area:</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills

	21 st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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- ❑ TCRWP Reading Book (If...Then...): *Word Detectives: Strategies for Using High-Frequency Words and for Decoding*, Grade 1, © 2018.
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources
- ❑ Reading Pathways (for reading progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Learning About the World: Reading Nonfiction (Book 2)

December/January

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.

It is important to continue to match students to books that are "just right" for them. In the nonfiction world, books above level J are not as accurately leveled as those below. So, if you have higher-level readers, it is okay to have them read books at levels that are one or two steps below their independent reading level.

Setting up your nonfiction library will be very important. Allow students to independently sift through, sort, and label book baskets by category.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading to learn <input type="checkbox"/> Developing strategies for dealing with tricky words in nonfiction <input type="checkbox"/> Growing ideas about nonfiction topics <input type="checkbox"/> Comparing and contrasting information from different books 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Why do people read non-fiction texts? <input type="checkbox"/> How do I use everything I know about reading to read books that teach me information and ideas about different topics? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonfiction readers read to become smarter about our world. <input type="checkbox"/> Nonfiction readers think about what they read. <input type="checkbox"/> Nonfiction readers have ways to deal with tricky words as they read. <input type="checkbox"/> Readers can read more than one book about a topic to compare and contrast.
Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:

<p>Reading Standards for Informational Text</p> <p>Key Ideas and Detail:</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure:</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity:</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p>	<p>Bend I: <u>Getting Smart on Nonfiction Topics</u></p> <p><u>Session 1:</u> Today I want to teach you that when reading nonfiction, or books about real life, readers take a sneak peek to start learning about a topic even <i>before</i> they read page 1 (p. 2-7).</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. Looking at the cover, asking, "What do the words and pictures teach you about what this book <i>will be</i> about?" 2. Looking over the title page, asking, "What else can you learn about what this book might be about?" 3. Sharing what you notice to yourself or with a partner. <p><u>Session 2:</u> Today I want to teach you that readers who want to get smart about a topic don't just let the pages fly by. Instead, readers think, "This <i>one page</i> 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 (p. 8-14).</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. Taking a sneak peak at the beginning. 2. Stopping and studying each page. <ol style="list-style-type: none"> a. I read (and then Reread) the page closely. b. I use my finger AND eyes to notice as much as I can on the page. c. I teach ALL that I have learned to myself or my partner. <p><u>Session 3:</u> Today I want to teach you that 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 <i>own</i> words and your <i>own</i> ideas to talk about the book (or the page) with yourself or a friend (p. 15-21).</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. Taking a sneak peak at the beginning. 2. Stopping and studying each page. 3. Guessing what might come next. 4. Chatting about a page or the book: <p><u>Session 4:</u> Today I want to teach you that, at the end of a book, readers think, "What have I learned about this topic? Am I smarter</p>
Foundational Skills	

Print Concepts:

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Fluency:

about this topic now?" Then, they look back in their books and try to remember *all* that the book taught them (p. 22-27).

A strong retell:

1. Clearly names the topic;
2. Gives two OR MORE examples from the book;
3. Explains *why* or *how* this information is important.

Session 5: Today I want to teach you that to understand and remember the information in books better, nonfiction readers make their own voices sound smoother and livelier as they read (p. 28-34).

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.

Session 6: Today I want to teach you that 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 (p. 35-41).

We do this by:

1. Making sure we have lots of information to share about our book. We may need to review our books to make sure .
2. Share, by stating/asking:
--"What surprised me the most was..."
--"You're never gonna guess what I learned about..."
--"I wonder if..."
--"Do you want to learn more about...?"
3. Making your conversation deeper by asking your partner to explain their thinking.

Bend II: Tackling Super Hard Words in Order to Keep Learning

Session 7: Today I want to teach you that 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 (p. 42-48).

<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>We solve tricky words by:</p> <ol style="list-style-type: none"> 1. Checking the picture. 2. Looking at ALL the parts of the word. 3. Getting a running start. 4. Checking it! Do a double-check!
<p>Conventions of Standard English</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> A. Print all upper- and lowercase letters. B. Use common, proper, and possessive nouns. C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (e.g., and, but, or, so, because). H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., during, beyond, toward). J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words 	<p><u>Session 8:</u> Today I want to teach you that when you want to get smart about your topic, you work at the hard words, even if they are long. One trick to reading long words is called "crashing." (p. 49-55)</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. Getting a running start: read the part of the sentence <i>up to</i> the tricky word. 2. Starting with the beginning of word, create small parts (chunks of letters OR blends). Sound that part out. 3. Adding a new part of the letters to the first part. Crash those two parts together. Repeat. 4. When you've made it through to the end of the word, ask yourself, "Does it make sense? Does it look right? Does it sound right?" <p><u>Session 9:</u> Today I want to teach you that sometimes when you ask, "Does it look right?" you might need to do a <i>slow check</i> (p. 56-59).</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. After you have worked through a tricky word, ask yourself, "Does it look right?" 2. If not, do a slow check! Put your finger under the word, say it slowly, and check if it looks right. 3. If it does, reread the sentence to check. If not, use all you know to try that word again! <p><u>Session 10:</u> Today I want to teach you that when readers run in to 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 (p. 60-64).</p> <ol style="list-style-type: none"> 1. When you come to a new word that you can't define, STOP! 2. Ask, "What might this word mean?" You can use the pictures to describe: <ul style="list-style-type: none"> ● What it looks like.

- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Speaking and Listening Standards

- What it might *do*.

- 3. Pronounce it the best you can. Take a moment to explain (to yourself or to a partner) what the word *means* again.
- 4. Go back and reread the sentence.

Session 11: Today I want to teach you that it is important to be on the lookout for *key words*, words that are key to understanding your topic. It's like these words unlock knowledge (p. 65-72)

We do this by:

- 1. Choosing a word to pay attention to.
- 2. Asking, "What might this word mean?"
- 3. I continue to read, noticing how the author helps me understand that new word. I *own that word* by naming it and describing it as much as I can.
- 4. I can also own the word by recording the word and definition on a post-it so I can use it again and again.

Session 12: Today I want to teach you that readers of nonfiction 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 words (p. 73-77).

We do this by:

- 1. Reading with a lively voice.
- 2. If I encounter a challenge, I will reread this part, thinking about how to read it better (reading key words stronger, scooping up more words, reading with curiosity).
- 3. I will try it a couple of times, a couple of different ways, to make my reading sound the best it can be.

Bend III: Reading Aloud Like Experts

Session 13: Today I want to teach you that to share a book like an expert, you 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 (p. 78-84).

- 1. I find a part that is really interesting. I ask myself, "What on this page can I study with my listener?"

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussions

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

2. I mark that part with a post-it, to remind me to talk to my listeners after I read the words.
3. Think about what you want to say about those parts to help others learn more, see more, and say more about the topic. You might ask:
 - What do you notice? What else do you notice?
 - What do you think might happen next?
 - What is this part teaching you? What part(s) helped you think of that?

Session 14: Today I want to teach you that to read a book like an expert, it helps to think about and practice *how* to read each part, making your voice show the feelings behind the words (p. 85-90).

We do this by:

1. Read a small chunk of text. Think about the *feeling* that went with that section (serious and suspenseful, soft and sweet).
2. Match your voice match to *show* the feeling.
3. Reread it again with your new voice. Keep reading it until you sound like an expert!

Session 15: Today I want to teach you that 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 (p. 91-97).

Some ways that experts make readers react or feel something by:

1. Describing shapes, size, and color words.
2. Choosing pictures that show emotion, action, or details.
3. Giving examples.

Session 16: Today I want to teach you that another way to make your read-aloud sound like an expert is to point out key words in your books as you read. You can use those words to talk about the topic, teaching others what they mean and why they're important (p. 98-101).

We do this by:

1. Noticing key words-- jot it on a post it.
2. Read around the word to determine what it might mean.

3. Read on to revise the definition. Plan to explain *what* it means and *why* it's important.

Session 17: Today I want to teach you that 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 (p. 102-107)

We do this by:

1. When you come upon some important information in your book, stop!
2. Ask yourself, "How can I read that part with feeling in my voice?"
3. Then, ask "How can I ALSO show what this part looks like with my body?"
4. Practice a few times to make sure your reading and your gestures are the best they can be!

CELEBRATION:

Today I want to teach you that 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 (p. 108-112).

I check in with my 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.

Sample Assessments:

- TCRWP Running Records
- Sight Word Assessment (e.g, Fountas and Pinnell and Dolch sight word lists)
- Words Their Way spelling inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

	<p style="text-align: center;">Instructional Strategies:</p> <p>Interdisciplinary Connections <i>Correlates to air and weather unit in science</i></p> <ul style="list-style-type: none"> • Each day, students read the forecasts (online/newspaper), observe the weather daily, and then complete a chart with information on temperature, wind velocity, barometric readings, and precipitation. <p>Technology Integration</p> <ul style="list-style-type: none"> • Play a video clip from Discovery Channel's <i>Unleashed</i> to show how Jeff Corwin uses different voices to pop out important information, and then practice having students read nonfiction texts using different voices to bring out new and different information. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area:</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- ❑ TCRWP Reading Book 2: *Learning About the World*, Grade 1, © 2015
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish language, and other online resources (login with RUOS_GR1)
- ❑ Reading Pathways (for reading progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Mentor Texts:

Demonstration Texts:	Read Aloud/Shared Reading Texts
<ul style="list-style-type: none">❑ <i>Hang On, Monkey!</i> by Susan B. Neuman❑ <i>I Want to Be a Doctor</i> by Dan Leibman❑ <i>Sharks</i> by Anne Scheiber❑ <i>A Day at the Firehouse</i> by Giovanni Caviezel❑ <i>Tuti's Play</i> by Jan Reynolds❑ Video clip from <i>Wild Kratts</i> from PBS	<ul style="list-style-type: none">● <i>Owls</i> by Mary R. Dunn● <i>Super Storms</i> by Seymour Simon● "Eagle Flight" by Georgia Heard● "Migration" by Georgia Heard

Readers Get to Know Characters by Performing Their Books

February/March

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. Since this unit focuses a great deal on comprehension work, it is vital that your whole class read-aloud support the thinking and talking about characters in more sophisticated ways. You may even want to introduce students to chapter books during your read aloud time.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <input type="checkbox"/> Describe characters: what they do, how they feel, and what they think <input type="checkbox"/> Repeatedly study characters to learn more about them <input type="checkbox"/> Describe setting and story elements (i.e., life lessons, problem, solution)	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<input type="checkbox"/> How can I get to know the characters in my book really well? <input type="checkbox"/> How can I combine reading with role playing to grow my understanding of characters?	Students will understand that... <input type="checkbox"/> Studying what characters do in books can help us learn more about them <input type="checkbox"/> Readers pay attention to what characters do, say, think, and feel <input type="checkbox"/> Readers pay attention to how a character's feelings change throughout a story
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will: Reading Standards for Literature Key Ideas and Details: RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Instructional Focus: <u>Bend I: Readers Have Ways to Get to Know a Character</u> <u>Session 1:</u> Today I want to teach you that when readers preview the text to get to know the characters in a new book. We do this by: 1. Looking over the title, the cover illustration, and the back of the book.

<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p>	<ol style="list-style-type: none"> 2. Asking, "What does this tell me about the characters?" 3. Asking, "How might the story go?"
<p>Craft and Structure:</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p>	<p><u>Session 2:</u> Today I want to teach you that readers zoom in on the illustrations in our books to learn more about the characters.</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. Zooming in on the characters' facial expressions, body language, and gestures. 2. Match your face, body, and gestures, working hard to look as much like the the character as possible. 3. Asking, "In what different ways can I describe this character?"
<p>Integration of Knowledge and Ideas:</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.8. (Not applicable to literature)</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p><u>Session 3:</u> Today I want to teach you that readers look at the pictures and words together because they know that the two work hand-in-hand to tell readers something about the characters.</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. Studying a character closely, paying close attention to every part of the picture. 2. Studying the words, asking "How many different ways can I describe the character?" 3. Asking, "What do the words teach me about the character?" <ul style="list-style-type: none"> ● I have learned that (character) enjoys... ● I have realized that (character) is thinking...
<p>Range of Reading and Level of Text Complexity:</p> <p>☐ RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	<p><u>Session 4:</u> Today I want to teach you that when readers come to a tricky word, they use all they know to quickly solve it and move on with their reading.</p>
<p>Reading Standards for Informational Text</p> <p>Key Ideas and Detail:</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure:</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>We do this by:</p> <ol style="list-style-type: none"> 1. Looking across all parts of the word, noticing, <ul style="list-style-type: none"> ● letters at the beginning, middle, and end ● letter teams (such as digraphs, blends, and vowel teams) ● small words within larger words 2. Ask, "Does it make sense (meaning)? Does it sound right (structure)? Does it look right (graphophonic information)?" <p><u>Session 5:</u> Readers, today I want to teach you that as you're reading, you can stop and think about how the setting influences the character.</p>

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Foundational Skills

Print Concepts:

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under grade 1 foundational skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

We do this by:

1. Think, "Where is the character right now? What is s/he doing there?"
2. Make a picture in your mind of where s/he is and what s/he's doing.
3. Think, "How does the setting change the way the character might say or do something?" (i.e., Because it is raining, the characters have to squeeze together under the umbrella. They stop fighting because they have to share. If it was sunny, that never would have happened.)

Session 6: Today I want to teach you that partners work together to retell what their books are about--even after they just read them.

We do this by:

1. Use the cover, title, and pictures to say what happened in the story.
2. Ask, "Who is in the story? What did s/he do? What happened to them?"
3. When it is difficult to retell, we go back to the book--to the last place where everything was still making sense. We reread to pay closer attention to what is happening.

Session 7: Today I want to teach you that partners discuss how characters feel and act at the beginning, middle, and end of a book.

We do this by using prompts such as:

- The character looks...
- The character feels...
- The character said... The character didn't say...
- At the beginning... in the middle... in the end...

Session 8: Today I want to teach you that sometimes the book does not just come out and tell you what the characters might be saying or thinking. Sometimes you have to figure it out on your own."

We do this by:

1. Add speech bubbles OR thought bubbles to a page.
2. Reread the page.
3. Ask, "What might the character think or say in this part?"

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Fluency:

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Bend II: Partners Pretend They are Characters and Perform Books in Clubs to Become Character Experts

Session 9: Today I want to teach you that readers often put themselves in the characters' shoes to imagine what they are thinking and what they would say.

We do this by:

1. Using the words and pictures, describe how the character feels.
2. Role play: What would the character do/say/think during this part? Act it out.
3. Ask a partner: "How did I do?" and try again.

Session 10: Today I want to teach you that book clubs set goals for their reading. (The book club shares a series, each reading different books at the same time.)

We do this by:

1. Asking, "What book will each of us read?"
2. Asking, "What should we all study?"
 - Character feelings (gestures and facial expressions)
 - Illustrations
 - What character is saying or thinking (thought or speech bubbles)

Session 11: Today I want to teach you that one way book clubs get to know the characters in their books really well is to become those characters as they read.

We do this by:

1. Walking in the shoes of their characters by asking, "How is my character feeling in this part?"
2. Asking, "What might a character that feels this way sound like/act like?"
3. Make our voices and gestures match.

Session 12: Today I want to teach you that you can work with the readers in your book club to get to know the characters so well that you can make them your own.

We do this by:

1. Reading and rereading a book together.

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language:

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use:

2. Look at the words and pictures, asking, "What does the character do and say?"
3. Act out the character, getting feedback from club members about how to improve our character portrayals.

Session 13: Today I want to teach you that readers use their voice to bring stories to life.

We do this by:

1. Making the book sound smooth.
2. Making your voice sound like the character's.
3. Reading like a professional storyteller, with props, gestures, and sound effects.
4. Popping out important parts.

Session 14: Today I want to teach you that 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.

We do this by:

1. Think, "What have I learned about what the character often does/says/thinks?"
2. Use that information to make a prediction: "If there was another page in this book, what would happen next?"
3. Decide, "What would the character do/say/think in that part?"

Bend III: Giving the Gift of Reading

Session 15: Today I want to teach you that you can gift of reading!

We do this by:

1. Thinking about the people you care about and which stories they would love to hear you perform.
2. Deciding, "What will I perform? How will I perform it? Who will be your audience?"
3. Make a plan for how to share your stories (groups choose their OWN plan):
 - Reader's Theater stage performance
 - Video (Screencastify, etc.)
 - Slides/PowerPoint
 - Comic Book/Storyboard

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Speaking and Listening Standards

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening

Session 16: Today I want to teach you that performers are constantly striving to improve. They ask for advice from a trusted partner--or two!

We do this by:

1. Asking a partner for feedback on your performance.
2. Asking our partner to provide feedback on what went well and what can be improved.
3. Try again, and get more feedback from that partner, and another.

Session 17: Today I want to teach you that performers set goals to help them put finishing touches on their performances.

We can set goals to:

- Picture the characters words and actions in our mind.
- Use more gestures as we read.
- Offer each other feedback on what is going well and what can improve.
- Make the characters' feelings clear.

Session 18: Today I want to teach you that when you are presenting your reading gift, you will want to make it as beautiful as possible. Sometimes, though, it will not be perfect. You will mess up, and that's okay. We can fix it!

We do this by:

1. When we notice that we can fix it, we stop.
2. Ask, "What can I fix?" Name it.
3. Try it again, rereading that whole sentence or page.
4. Ask for feedback from a trusted partner.

CELEBRATION:

Today I want to teach you that 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

<p>to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussions</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Running Record ● Sight Word Assessment (e.g.-Fountas and Pinnell, Dolch List) ● Conferring Notes ● Observation Checklists ● Words Their Way Spelling Inventory/Weekly Assessments of Word Sorts (Spelling Tests) <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Science: Use close reading of illustrations and “acting out” skills to learn more from nonfiction books. ● Art/Choice Centers: Students use acting out and visualizing setting/characters to make drawings more vivid. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Reader’s Theater Celebration choices should include options for recording (Screencastify/recording studio) or digital publication (Storybird, Google Slides) <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and</p>

Professional Resources:

- ❑ TCRWP *If...Then... Curriculum*: "Readers Get to Know Characters by Performing Their Books," Grades K-2, © 2015
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish language, and other online resources (login with RUOS_GR1)
- ❑ Reading Pathways (for reading progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)

March/April

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.

Opportunities for shared reading, shared writing, interactive writing, and individualized feedback (that most frequently occurs in small groups and 1:1 conferences) are critical to the work of this unit. These supported structures model AND reinforce the skills children are expected to apply *independently* by unit's end.

Reading

Big Ideas: Course Objectives / Content Statement(s)

- Utilize phonetic strategies they need in order to read texts at their just right level.
- 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

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do readers push themselves to read with accuracy, comprehension, and fluency?
- 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)?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- There are many ways that readers push themselves to read for volume and stamina.
- 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.

	<ul style="list-style-type: none"> <input type="checkbox"/> Readers automatically use a repertoire of strategies as they read. <input type="checkbox"/> Readers use context and word parts to figure out the meaning of unknown words. <input type="checkbox"/> Readers match the picture in their mind with the words on the page. <input type="checkbox"/> Partners can help each other solve tricky parts in their books.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <u>Bend I: Readers Have Important Jobs to Do</u> <u>Session 1:</u> Today I want to teach you that when readers are the <i>boss</i> of their reading, one of their jobs is to <i>stop</i> at the first sign of trouble. Then they say, "I can solve this! I can try something, using all that I know." We do this by: <ol style="list-style-type: none"> 1. When we come to a tricky word, we stop. 2. Then, we think to ourselves, "What strategies can I use to help me solve this word?" (check the picture, notice snap words, look at all parts of the word, get a running start, check and double check, try it two ways, crash the parts together, do a slow check, say the word as best you can and think about what it means) 3. After we try one, we check to see if we can use a second (or third) strategy to help us. <u>Session 2:</u> Today I want to teach you that if you are <i>really</i> in charge of your reading, you do everything it takes to figure out the hard parts. You try <i>something</i> and then try something <i>else</i> to get the job done. In order to be the boss of our own reading we: <ol style="list-style-type: none"> 1. STOP at the first sign of trouble! 2. Try SOMETHING! 3. Try something else to get the job done! (Using our strategies chart OR our partner to help us!) <u>Session 3:</u> Today I want to teach you that when you've read a tricky word correctly, you have to be the boss and check it.
Reading Standards for Literature	
Key Ideas and Details:	
RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	
Craft and Structure:	
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6. Identify who is telling the story at various points in a text.	
Integration of Knowledge and Ideas:	
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature)	

<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<ol style="list-style-type: none"> 1. We stop at the first sign of trouble, try something, and try a second strategy. 2. Then, we read that sentence and ask ourselves: <ul style="list-style-type: none"> ● Does it look right? ● Does it sound right? ● Does it make sense? 3. We answer our questions: <ul style="list-style-type: none"> ● It looks right because... ● It sounds right because... ● It makes sense because... 4. We reread the sentence.
<p>Range of Reading and Level of Text Complexity:</p> <ul style="list-style-type: none"> □ RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. 	
<p>Reading Standards for Informational Text</p> <p>Key Ideas and Detail:</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure:</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	<p><u>Session 4:</u> Today I want to teach you that readers who are in charge have big plans for their reading. They think, "What do I do <i>a lot</i>? What can I do even <i>more</i>?" Then, they make a plan to be the best they can be.</p> <p>You can do this by:</p> <ol style="list-style-type: none"> 1. Looking at your "Tools for Solving and Checking Hard Words." 2. Look at each tool and ask yourself, "Do I use this tool a lot? Can I use it more often?" 3. Set goals to make our "sometimes" habits in to "often" habits. 4. Review our goals every day to make sure we practice them. <p><u>Session 5:</u> Today I want to teach you that sometimes people need to work <i>together</i> to solve hard problems. You can call on your partner to help you use <i>lots</i> of strategies and check your reading, especially when it feels really tough.</p> <p>Partners help each other with hard problems by:</p> <ol style="list-style-type: none"> 1. Giving the person who is stuck a chance to solve it on his or her own (not just blurting out the right word)! 2. The person who is stuck <i>asks for help</i> when they are ready. 3. The person who is helping can use the "Tools for Solving and Checking Hard Words" chart to give suggestions to help them solve the word on their own. 4. Partners work together to make sure the word makes sense, sounds right, and looks right in the sentence. <p><u>Bend II: Readers Add New Tools to Read Hard Words</u></p>

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Foundational Skills

Print Concepts:

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under grade 1 foundational skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Session 6: Today I want to teach you that readers don't just look at the picture. They also think about what is happening in the story to help figure out what word would make sense.

We do this by:

1. I read until I come upon a tricky word.
2. I stop and ask myself, "What has happened in the book so far?" I use the words and pictures to tell the details across my fingers.
3. I use that information (and what I know about solving tricky words) to take a guess at what the word can be.
4. I reread the sentence, asking myself, "Does it make sense? Does it look right? Does it sound right?"

Session 7: Today I want to teach you *another* tool readers use to get their job done. 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?"

We do this by:

1. I read until I come upon a tricky word.
2. I stop and ask myself, "What kind of word would sound right here? What word would fit?"
3. I use clues in the tricky word to help me take a few guesses at the word.
4. I reread the sentence, checking to see which guess sounds right, looks right, and makes sense.

Session 8: Today I want to remind you that as your books get harder, some of the words also get harder. But you can slow down, look at all the parts of a word, and read it part by part.

We do this by:

1. When you come upon a hard word that has lots of parts, ask yourself, "How can I break this word in to parts that I can sound out?"
2. Sound out each part one at a time, using your finger to cover up some of the word to help you read each part.
3. Put all the parts together to sound out the word.
4. Reread the entire sentence/page to make sure the word makes sense, sounds right, and looks right.

Phonics and Word Recognition:

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Fluency:

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Conventions of Standard English:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Session 9: Today I want to teach you that readers can use word 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?"

1. When you come to a tricky word, you can ask yourself, "Are there any parts of this word that *look like* a word I already know?"
2. Think: "This word reminds me of..."
3. Then ask yourself, "How is this word different than that word I already know?"
4. Then, use that information to give that tricky word a try!
5. Reread the entire sentence/page to make sure the word makes sense, sounds right, and looks right.

Session 10: Today I want to teach you that 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.

We do this by:

1. STOP at the first sign of trouble!
2. Slide your finger under the tricky word.
3. Say the sounds one way and listen to check that it sounds right and makes sense.
4. Try sounding it out *another way*. See if *that* way sounds better or makes more sense than your first try.

Session 11: Today I want to remind you that readers only slow down to read a word when they *have* to. Instead, they read most of the words in their books in a snap and keep going, making their reading as smooth as it can be.

(For students who sound out their snap words, consider adding a review of snap words to the "before reading" preview/book walks—pointing to and reading snap words throughout the text.)

1. Pay attention to the words on the page, knowing that most of the words will be ones you DON'T need to sound out!
2. Then, when reading through the sentence, do not slow down when you come to those snap words. Read on!

- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language:

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use:

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Bend III: Readers Add Tools to Understand Their Books

Session 12: Today I want to teach you that readers just don't work hard to read *words*. They work hard to understand their *books*. As you read, *always* check, "Am I getting it?" If not, reread to figure out how everything fits together.

We do this by:

1. As we are reading, we stop and check that we understand what is going on by talking through what we have learned.
2. When we are confused, we *talk back* to the text, asking "I wonder what that's about?" or "Do I understand what is going on in this part?"
3. I can reread to make sure I completely understand what is happening.
4. I can also read *ahead* to see if I can answer my questions with information that happens later in the book.

Session 13: Today I want to teach you that another tool readers use to understand their books is their imagination. Readers pay attention to what's happening and imagine more than just what's in the pictures.

We do this by:

1. I look at the words and the pictures on the page, using my imagination to create an opening scene for the "movie in my mind."
2. I talk through what I see in my imagination.
3. I look back at the words and pictures on the page to add on to my scene—making the characters move, talk, and express feelings.
4. I tell my partner about all the details I see in my movie.

Session 14: Today I want to teach you that to really understand your books, it's important not just to pay close attention to the *actions*, but also to pay attention to the *dialogue*.

We do this by:

1. Create a movie in your mind.
2. Look for dialogue cues (quotation marks, dialogue tags).
3. Alone OR with a partner, practice performing the dialogue...giving each character his or her own voice and talking style.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Speaking and Listening Standards

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics

Session 15: Today I want to teach you that 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.

We do this by:

1. When you come to a word you do not understand, STOP!
2. Ask yourself, "What in the words and pictures might help me figure out what this word means?"
3. Take a guess at the meaning. Then look for other clues that help support your guess.
4. Reread the sentence to make sure the definition you've created makes sense in the sentence.

Bend IV: Readers Use Everything They Know to Get the Job Done

Session 16: Today I want to teach you that to be *really* 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.

We do this by:

1. When I come to a tricky part, I stop!
2. I ask myself, "What are a few strategies I can use to attack this tricky word?" I name a few strategies across my fingers.
3. Now, try to attack the next tricky part more quickly. Your goal is to eventually use a lot of strategies without stopping to think for a long time! (This takes practice, but you can do it!)

Session 17: Inquiry Lesson: Ask students to discuss, "How do readers make their reading sound really *great*? What does this reader do that I can try, too?"

1. Listen to a reader (teacher, student, or audiobook exemplar). Ask, "What does this reader do that is great, and that I can try, too?"
2. Think of "Ways to Sound Like a Reading STAR!" (chart):
 - Scoop up lots of words.
 - Look for clues like dialogue tags.
 - Change your voice to sound like the character's.
 - Show feelings.
 - Read some parts slow and some parts fast.

and texts under discussions

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- Add sound effects.
- Read LOUD and clear.

Session 18: Today I want to teach you that to make your reading sound its very best, it helps to have an audience. Partners can work together to listen in and give tips.

We do this by:

1. Work with your partner. Take turns reading aloud.
2. While one partner is reading, the other should be listening carefully and giving feedback. Some examples of powerful feedback:
 - When you come to a part where a character is talking, try to talk with more feeling.
 - Try that line again. This time, try to scoop up a few words at a time.
 - Reread that part. But, this time, give each character a different sounding voice.

CELEBRATION:

Today I want to teach you that readers celebrate what they have learned.

We do this by:

- Creating our own audiobooks (to celebrate fluency)
- Teaching others about how to be more fluent or improve their comprehension by:
 - Teaching strategy groups
 - Creating learning charts
 - Leading a minilesson (live or video recording)

Instructional Strategies:

Interdisciplinary Connections

Correlates to routines unit in math, rules and community units in social studies

- Identify classroom routines in other subject areas: math, science, and social studies.

Technology Integration

- Create a word study sort.

	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items <input type="checkbox"/> Build on the intuitive knowledge students have gained from media about the story and character <input type="checkbox"/> Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic <input type="checkbox"/> Use print materials to practice reading and comprehension skills <p>Global Perspectives</p> <p><u>Possible Read-Alouds:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Big Boy</u> by Tololwa Mollel <input type="checkbox"/> <u>Circle Unbroken</u> by Margot T. Raven <input type="checkbox"/> <u>Hope</u> by Isabell Monk <input type="checkbox"/> <u>Juan Bobo Goes to Work</u> by Marisa Montes <input type="checkbox"/> <u>One Green Apple</u> by Eve Bunting
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- ❑ TCRWP Reading Book 3: "Readers have Big Jobs to Do: Fluency, Phonics, and Comprehension, Grade 1, © 2015
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish language, and other online resources (login with RUOS_GR1)
- ❑ Reading Pathways (for reading progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Demonstration Texts:	Read Aloud/Shared Reading Texts
<ul style="list-style-type: none">❑ <i>The Dinosaur Chase</i> by Hugh Price❑ <i>Zelda and Ivy: The Runaways</i> by Laura McGee Kvasnosky❑ <i>A Visitor for Bear</i> by Bonny Becker❑ <i>Chester's Way</i> by Kevin Henkes❑ <i>Audiobook version of Frog and Toad Are Friends</i> by Arnold Lobel❑ <i>George and Martha</i> by James Marshall	<ul style="list-style-type: none">● <i>Frog and Toad Are Friends</i> by Arnold Lobel● <i>Tumbleweed Stew</i> by Susan Stevens Crummel

Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)

May/June

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 bends. The first bend invites readers to track the events of the story—paying attention to the shifts in setting, using pictures and words to keep track of the story events and 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 bend 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 bend digs deeper, focusing on pulling lessons from the stories they read. Lastly, the fourth bend encourages readers to recommend favorite books, passing along those life lessons.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize print strategies to read texts at just right levels. <input type="checkbox"/> Identify story elements (characters, setting, and story events). <input type="checkbox"/> Retell stories, including key details. <input type="checkbox"/> Demonstrate understanding of a central message or lesson in a text. 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to stop and think as we read? <input type="checkbox"/> How can I become a better reader? <input type="checkbox"/> How can working with a partner help me become a better reader, writer, and thinker? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers can think about the story and how books sound to help them figure out tricky parts. <input type="checkbox"/> Readers react when they reach a tricky part in their reading, and work through difficulty with independence. <input type="checkbox"/> Readers reread to help their reading sound better and to monitor for understanding. <input type="checkbox"/> Readers automatically use a repertoire of strategies as they read. <input type="checkbox"/> Reading books helps us learn about our lives and our world.

	<ul style="list-style-type: none"> <input type="checkbox"/> Readers match the picture in their mind with the words on the page. <input type="checkbox"/> Readers share their opinions about books with others.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
Reading Standards for Literature Key Ideas and Details: RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	Bend I: <u>Books Take Readers on Adventures</u> <u>Session 1:</u> Today I want to teach you that it's important to get ready for your reading adventures. Readers take a sneak peek to find out <i>where</i> they'll go and <i>what</i> they'll do. We do this by: <ol style="list-style-type: none"> 1. 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?" 2. I look at the back of the book. I ask, "Are there more clues here?" 3. I also look at the contents page and ask, "What other information can I learn from the titles of the chapters?"
Craft and Structure: RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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. RL.1.6. Identify who is telling the story at various points in a text.	<u>Session 2:</u> Today I want to teach you that 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 might happen next. We do this by: <ol style="list-style-type: none"> 1. Read a chunk of your book (a few pages). 2. STOP and ask yourself, "What might happen <i>next</i>?" 3. Read on to see if you were right OR if you get to be surprised. 4. Try it again after reading another chunk of your book.
Integration of Knowledge and Ideas: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature) RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	<u>Session 3:</u> Today I want to teach you that 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. We do this by: <ol style="list-style-type: none"> 1. I remember the <i>most important parts</i> of the book. 2. I turn back to those big events and leave a post-it.
Range of Reading and Level of Text Complexity: RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	

<p><u>Reading Standards for Informational Text</u></p> <p>Key Ideas and Detail:</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure:</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity:</p>	<ol style="list-style-type: none"> 3. When I retell, I flip through the book. I stop at the post-its and retell what happened in that part. 4. I continue doing this until I reach the end of the book! <p><u>Session 4:</u> Today I want to teach you that 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.”</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. After reading a book all the way through, think about what pages go together. Mark them with post-its. 2. Ask yourself, “How are these pages ALL alike?” (It could be a repeated pattern OR the way the trouble starts and ends.) 3. Tell a partner about the patterns you notice. <ul style="list-style-type: none"> ● I notice that all these parts tell about _____. ● ALL these parts describe _____. ● These pages all show that trouble starts/ends when... <p><u>Bend II: Readers Study the Characters in Books</u></p> <p><u>Session 5:</u> Today I want to teach you that 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.</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. Deciding who are the most important characters in the story. 2. As you read, pay attention to: <ul style="list-style-type: none"> ● Who the character IS (and be able to tell all about them). ● What the character <i>likes</i>. ● The kinds of things the character <i>says</i> and <i>does</i>. 3. Do this work using the words and the pictures <p><u>Session 6:</u> Today I want to teach you that readers don't just get to know the character who is the star of the story. They get to know the <i>other</i> characters, too. When you learn about the other characters, you end up knowing the main character even better.</p> <p>We do this by:</p>
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RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Foundational Skills

Print Concepts:

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under grade 1 foundational skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

1. When we are introduced to a new character, we read slowly and carefully.
2. After reading a chunk of information about the new character, we ask ourselves, "What are we learning so far about (character)?"
3. We continue reading, working hard to learn about the main character AND this new character...at the same time.
4. We talk to our partner about what we are learning about the characters and their relationship.

Session 7: Today I want to teach you that when you reread, you don't just see new things in the story. You also notice new things about the characters. When you discover new details, you can think, "What is this teaching me about this character?"

We do this by:

1. Reread important parts. Look at the words and pictures to notice new things about the character. You might say, "I knew ___ about this character. But *now* I see ____."
2. Think deeper:
 - This is teaching me ____ about (this character).
 - I am realizing that (this character) ____.
 - This is important because...
 - This got me thinking...
 - One thing I notice is...
3. Take turns talking through your ideas with your partner.

Session 8: Today I want to teach you that when books take you on reading adventures, you don't just *follow* the character. You practically *become* the character. You can change your voice to show what the character is feeling and bring the character to life.

We do this by:

1. Look at the words and pictures. Notice what the characters *do* and *say*.
2. Think, "How does this character *feel* during this part?"
3. Reread that part. Make your voice match the feeling.
4. Try rereading again, working hard to make your reading show the feelings in every part you read.

- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Fluency:

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).


Session 9: Today I want to teach you that 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.

We do this by:

1. 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.
2. 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?
3. Try to make your voice match the new part.
4. Change your voice to match the feelings of *every* part of the book...all the way to the end!

Session 10: 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

Session 11: Today I want to remind you that 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.

We do this by:

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

Bend III: Readers Learn Important Lessons

- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language:

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use:

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Session 12: Today I want to teach you that stories are like fortune cookies. When you open up a story, you find there's a little life lesson inside it.

We do this by:

- 1. Think about how the story went and what the trouble was.
- 2. Reread the ending. Ask yourself, "How did the trouble get fixed?" and "What did the character realize?"
- 3. Then think about the life lesson the story has left behind.

Session 13: Today I want to teach you that 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.

We do this by:

- 1. I begin reading my book.
- 2. When I begin to have an idea about what the book might teach me, I stop. I can say, "I wonder if this is going to be one of those books that teaches me..."
- 3. As you keep reading, keep that idea with you. You may keep the same idea until the end OR your idea may change as you read on.

Session 14: Today I want to teach you that readers don't just read books. Readers don't just think about characters and life lessons. Readers also *compare* and *contrast* books.

We do this by:

- 1. Think about two books that are alike.
- 2. Ask yourself, "How are these books the same?" "How are these books different?" We can talk about characters, setting, feelings, or the trouble in the story.
- 3. Work to name a few things across your fingers that are the same AND different about the two books. You might say,
 - ____ and ____ are the same because...
 - ____ and ____ are different because...

Session 15: Today I want to teach you that when you compare books, categories begin to form. You start to realize that books teach similar

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Speaking and Listening Standards

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussions

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

lessons. You can think, "How are these lessons the same?" to group books together.

We do this by:

1. Think, "Where might this book go?" Work hard to think about groups that tell about the *life lesson*.
2. Make little stacks to put ALL your books into categories, or groups.
3. Make a label for your stack using a post-it to jot how the books are the same.

Bend IV: Readers Have Opinions about Books

Session 16: Today I want to teach you that 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.

We do this by:

1. When recommending a book, begin by introducing the book and the main character.
2. Then, retell the BIG things that happen. (You can retell the important parts where placed post-its while you were reading). But, DON'T give away the ending!
3. Teach the lesson of the story to your friends.

Session 17: Today I want to teach you that just as rereading helps to make your reading voices smoother, rehearsing helps to make your speaking voices smoother.

We do this by:

1. Practicing all we have learned so we can use it forever and ever:
 - Retelling
 - Describing story elements (character, setting, problem, solution)
 - Identifying a life lesson
2. Asking a partner (or two!) for feedback on what is going well, and what can be improved.

CELEBRATION: Today I want to teach you that readers celebrate their new learning by teaching others.

We do this by:

1. We name the things we have learned about the topic so we can teach others.
 - Retell what happened
 - Make predictions, reread, talk about character relationships, reread to sound like the character
 - Show big feelings
 - Tell about the life lesson
 - Tell how books are the same and different
2. Decide how to share and celebrate (book recommendations, post-it gallery walk, teaching charts) and with whom (peers, older students, families).

Sample Assessments:

Ongoing:

- Running Record
- Sight Word Assessment (e.g.-Fountas and Pinnell, Dolch List)
- Conferring Notes
- Observation Checklists
- Words Their Way Spelling Inventory/Weekly Assessments of Word Sorts (Spelling Tests)

Instructional Strategies:

Interdisciplinary Connections:

- Content Areas: compare fluency in fiction (animated, storytelling voice) versus fluency in nonfiction (expert tone)
- Social Studies/Art: study historical images for story elements. How does an artist convey a story with visual elements (color/light, form, lines, shapes, texture)

Technology Integration

- Teaching celebration should include options for recording (Screencastify/recording studio) or digital publication (Storybird, Google Slides)

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials,

	<p>podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.</p> <p>Global Perspectives</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- TCRWP Reading Book 4: *Meeting Characters and Learning Lessons: A Study of Story Elements*, Grade 1, © 2015
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR1)
- Reading Pathways (for reading progressions and student-facing checklists)
- TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Mentor Texts:

Demonstration Texts:	Read Aloud/Shared Reading Texts
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Iris and Walter and the Field Trip</i> by Elissa Haden Guest <input type="checkbox"/> <i>The Ghost-Eye Tree</i> by Bill Martin, Jr. and John Archambault <input type="checkbox"/> <i>Off We Go!</i> by Jane Yolen 	<ul style="list-style-type: none"> ● <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Lee ● <i>George and Martha: One More Time</i> by James Marshall ● "Chums" by Arthur Guiterman

- Mr. Putter and Tabby Drop the Ball* by Cynthia Rylant
- Frog and Toad Are Friends* by Arthur Lobel
- Poppleton* by Cynthia Rylant
- Pancakes for Breakfast* by Tomie de Paola
- Curious George Gets a Medal* by H. A. Rey
- The Tenth Good Thing About Barney* by Judith Viorst
- No David!* by David Shannon
- Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin
- The Carrot Seed* by Ruth Krauss
- Fly Guy* series by Tedd Arnold
- Ivy and Bean* series by Annie Barrows
- Amber Brown* series by Paula Danziger
- Houndsley and Catina* series by James Howe
- Pinky and Rex* series by James Howe
- Frog and Toad* series by Arnold Lobel
- Little Critter* series by Mercer Mayer
- Magic Tree House* series by Mary Pope Osborne
- Henry and Mudge* series by Cynthia Rylant
- Marvin Redpost* series by Louis Sachar