

Grade 1 Reading Workshop Curriculum Overview

Course Description:

Grade 1 Reading is taught in five units throughout the school year. The first grade curriculum is heavily based in forming foundational skills, good habits for starting a book, reading the book and for finishing the book. Students will learn to work with a partner to build good reading habits. Students engage in productive, meaningful conversations in which they work together to tackle difficult words, to ask thoughtful questions and to build and grow their thinking. There is also a large focus in learning strategies for problem solving, overcoming challenges, and perseverance while reading.

Each unit involves applying all that they already know about reading to gain knowledge while reading fiction and nonfiction books. By following the sequence in the curriculum the first grade students are taught to apply reading workshop strategies in real world situations, as well as meeting the New Jersey Student Learning Standards for first grade.

Course Sequence:

Unit 1: Building Your Reading Toolbox (24 class periods)

Unit 2: Tackling the Tricky Parts (22 class periods)

Unit 3: Learning About the World (23 class periods)

Unit 4: Getting to Know Characters (27 class periods)

Unit 5: Reading in the Content Areas (25 class periods)

Pre-requisite:

Kindergarten Reading

Unit Overview

Content Area: Reading

Unit Title: Unit 1 Building your reading toolbox

Grade Level:1

Unit Summary: Students practice good habits for starting a book, reading the book and for finishing the book. Students will learn to work with a partner to build good reading habits. They practice these habits together in the beginning, in the middle and the end of their books. Students engage in productive, meaningful conversations in which they work together to tackle difficult words, to ask thoughtful questions and to build and grow their thinking.

Interdisciplinary Connections: Students will make connections with Science, Social studies and Writing

21st Century Themes and Skills:

9.2.4.A.4 explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Educational Technology Standards:

8.1.2.A.1 identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

8.1.P.C.1 collaborate with peers by participating in interactive digital games or activities.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
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.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

RF.1.4a	Read grade-level text with purpose and understanding.
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
L.1.1.A	Print all upper- and lowercase letters.
L.1.1.B	Use common, proper, and possessive nouns.
L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.2.A	Capitalize dates and names of people
L.1.2.B	Use end punctuation for sentences
L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.5A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.1.F	Use frequently occurring adjectives.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> What habits might help us grow as readers? How can my partner and I work together at the beginning, middle and end of our books? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> Choosing books they enjoy and understand, the importance of taking care of books, and developing communities and routines during reading workshop. Partners will use each other for help to figure out tricky words, and understanding the beginning, middle and end of each book. </div> </div>	
Unit Learning Targets/Objectives: Students will grow as readers by Choose books they enjoy. Students will use their Partners for help to figure out tricky words, and understanding the beginning, middle and end of each book.	

Students will...

- Readers make sure to choose books they enjoy and can read with fluency, accuracy and comprehension.
- Readers talk with partners to help them understand books and share their thoughts about their own books.
- Readers take care of books so they last.
- Reading communities develop routines for reading workshop.

Evidence of Learning

Formative Assessments:

Running records

conference notes on each student

Summative/Benchmark Assessment(s):

Fountas & Pinnell Benchmark Assessment System

Resources/Materials (copy hyperlinks for digital resources):

GoldySocks and the 3 Libearians

Peanut Butter and Cupcake

Chrysanthumum

First Grade Here I Come

RAZ Kids

Modifications:

- **Special Education Students/504**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete) Suggested Pacing Guide 1 class period = 40 minutes
Introduce classroom library	<ul style="list-style-type: none"> -how to take out books -types of books that are available -where books are located 	1 class period
Routines of selecting books and properly putting them away. Book shopping guidelines	<ul style="list-style-type: none"> -How to select a good fit book: - look at cover -picture walk - How to put book away: -proper book bin, handle with care. 	10 class periods Monday- selecting books Friday- putting them back
Book handling	<ul style="list-style-type: none"> -how to treat books -what to do if a book rips -importance of taking good care of books to make them last 	1 class period
Readers understand the structure of readers workshop and the roles of the students and teacher	<ul style="list-style-type: none"> -looks like (reading, sitting and turning pages) -sounds like (quiet, pages turning) -student role (reading) -teacher role(checking in with students) 	2 class periods
Role of the reader	<ul style="list-style-type: none"> -Readers read the pictures, not just the words -hold questions until the end of reading time 	2 class periods

Readers find a good reading spot in the classroom	<ul style="list-style-type: none"> -quiet spot -away from friends -comfortable 	1 class period
Readers use strategies to help them understand a story	-eagle eye: look at the picture and think “what is in the picture that starts with the beginning letter?	2 class periods
Readers understand partner sitting and how to share with each other	<ul style="list-style-type: none"> -shoulder to shoulder sitting -knee to knee sitting -where the book goes so both partners can see words 	1 class period
Readers respond to their partners	<ul style="list-style-type: none"> -Readers respond to their partners (“I heard you say... tell me why... also...) -importance of talking one at a time 	1 class period
Rereading pattern books in a smooth voice	-reading and re-reading to have a smooth voice while reading	1 class period
Prediction	-Making predictions on what will be on the next page	1 class period
Compliment card	-readers compliment their partner on a reading skill	1 class period

Unit Overview

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

<https://www.stenhouse.com/content/patterns-power>

RAZ Kids

Content Area: Reading
Unit Title: Unit 2 Tackling the Tricky Parts
Grade Level: 1
<p>Unit Summary: Students learn strategies for problem solving, overcoming challenges, and perseverance while reading. The primary focus areas are word solving, fluent reading and retelling.</p> <p>Interdisciplinary Connections: Students will make connections with Writing.</p> <p>21st Century Themes and Skills:</p> <p>9.2.4.A.4 explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Educational Technology Standards:</p> <p>8.1.2.A.1 identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.4 demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p> <p>8.1.P.C.1 collaborate with peers by participating in interactive digital games or activities.</p> <p>Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> <p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate</p>

ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.4a	Read grade-level text with purpose and understanding.
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
L.1.1H	Use determiners (e.g., articles, demonstratives).
L.1.1I	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
L.1.4A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5B	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
L.1.5D	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.
L.1.2.B	Use end punctuation for sentences
L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> How can we persevere through reading challenges? How do I decide which strategy to use when I encounter trouble? How can we share our reading with others? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> Students will use word solving, punctuation cues and working collaboratively with a partner to ask tricky questions. Students will try each strategy to see what best fits their needs. Students will overcome their troubles by re-reading to check for accuracy. Students will share with a reading partner to show understanding of the text they read. </div> </div>	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Readers use all they know and all the parts of the book to understand their reading. Readers use strategies to read with accuracy. Readers do something when their reading doesn't make sense. Readers retell what they read to a partner and share their thinking. Readers read smoothly to themselves and with a partner. 	

Evidence of Learning

Formative Assessments:

Running records

conference notes on each student

Summative/Benchmark Assessment(s):

Fountas & Pinnell Benchmark Assessment System

Resources/Materials (copy hyperlinks for digital resources):

A Turkey for Thanksgiving

There was an Old LAdy...

Ezra Jack Keats books

Modifications:

- **Special Education Students/504**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
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 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete) Suggested Pacing Guide 1 class period = 40 minutes
Habit Day	-readers solve tricky words by working together with their partner	4 class periods

	<p>-readers practice reading fluently by echo reading their books together</p> <p>-readers tell their partner what happened in the story across their fingers.</p> <p>-readers mark setting, problem and solution with post its and share with a partner.</p>	
Comprehension day:	<p>-readers retell a story by stopping along the way.</p> <p>-readers retell by envisioning the story and acting it out</p> <p>-readers retell a story by telling the events in order across their fingers.</p> <p>-readers retell a story by using story elements</p>	4 class periods
Word solving day:	<p>-readers notice when they come across a tricky word and work through it to solve by moving their eye through the whole word.</p> <p>-readers notice when they come across a tricky word and work through it to chunk the letter sounds</p> <p>-readers notice when they come across a tricky word and work through it to stretch out the sounds</p> <p>-readers notice when they come across a tricky word and work through it to ask if it sounds right.</p>	4 class periods
Fluency day:	<ul style="list-style-type: none"> - Readers make their voices sound smooth when they read. They do this by rereading to smooth out their reading after a tricky part. - Readers make their voices sound smooth when they read. They do this by paying attention to ending punctuation - Readers make their voices sound smooth when they read. They do this by trying to match their feelings to the characters. 	4 class periods
Reflection	<p>-which self-monitoring strategy do I like the best</p> <p>Anchor chart</p>	1 class periods
Celebration	-students record themselves reading a book	class periods

ELA/Grammar	-Prepositions” Context clues using sentence level context as a clue to the meaning of an unknown word or phrase -words that are synonyms -define words by categories	4 class periods
Compliment card	-readers compliment their partner on a reading skill	1 class period
Teacher Notes: 		
Additional Resources Click links below to access additional resources used to design this unit: https://www.stenhouse.com/content/patterns-power RAZ Kids		

Unit Overview

Content Area: Reading

Unit Title: Unit 3 Reading to learn about the world

Grade Level:1

Unit Summary: Students will apply all that they already know about reading to their experiences of reading informational books. They will learn the basic ways that readers approach informational books, how to navigate the format and the various text features and how to begin to think beyond the words on the page.

Interdisciplinary Connections: Students will make connections with Science and Social studies

21st Century Themes and Skills:

9.2.4.A.4 explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Educational Technology Standards:

8.1.2.A.1 identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

8.1.P.C.1 collaborate with peers by participating in interactive digital games or activities.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and

purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
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, and icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
SL.1.1A	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
L.1.1B	Common, Proper and Possessive nouns

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
L.1.1G	Conjunctions	
L1.1C	Noun verb agreement	
L.1.2D	Spelling using learned patterns and parts	
L.1.2.B	Use end punctuation for sentences	
L.1.6	Respond to text using because..	
Unit Essential Question(s): <ul style="list-style-type: none"> How can we expand our minds, vocabulary and fill our strategy toolbox while reading informational texts? How does wondering about a topic help us delve into a text? How can we share new learning and reading experiences with others? 		Unit Enduring Understandings: <ul style="list-style-type: none"> By using word solving, punctuation cues and working collaboratively with partner to ask tricky questions. Students will read with wonderings in their minds and learn more and more about what they wonder. Students will share with a reading partner to show understanding of the text they read by jotting on post it notes.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Readers read information books by reading the words and the text features. Readers make sense of their reading by keeping the topic in mind and the details that teach about that topic. Readers read with wonderings in their minds and learn more and more about why they wonder. Readers talk with partners to retell about what they learned and compare theirs to what others learned. 		
Evidence of Learning		

Formative Assessments:

Running records

conference notes on each student

Summative/Benchmark Assessment(s):

Fountas & Pinnell Benchmark Assessment System

Resources/Materials (copy hyperlinks for digital resources):

Amazing Animal Senses

Am Egg Is Quiet

Seed to Plant

How to Books in reading libraries

Modifications:

- **Special Education Students/504**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

- **English Language Learners**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
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- **At-Risk Students**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

- **Gifted and Talented Students**

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete) Suggested Pacing Guide 1 class period = 40 minutes
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Immersion week	<p>-pre-assessment: parking lot chart about favorite thing about fiction reading and favorite thing about non-fiction reading</p>	1 class period
Interactive read aloud	<p>-readers think about and notice differences between fiction and non-fiction texts. Then class will create an anchor chart of the results.</p> <p>-sorting games of text features</p> <p>-charting differences</p> <p>-feature “hunts” in books.</p>	4 class periods
Habit Day	<p>-readers get set to read informational texts by using the title and cover to predict the topic and taking picture walk to predict the topic.</p> <p>-readers take time to look at, read and use all parts of the book as they read informational texts. Notice BOLD words and take time to learn more about them</p> <p>-readers stop and re-read information when information is “fuzzy”</p> <p>-readers reflect and deepen learning by using their voices to sound like an expert while reading.</p>	4 class periods
Comprehension Day	<p>-activate schema before reading a nonfiction book.</p> <p>-responding and reacting to new information “wow I never knew...”</p> <p>-deepen learning by reading and rereading again and again.</p> <p>-talk with partners to retell about what they learned by bringing sticky notes and asking partner questions about what they have learned.</p>	4 class periods
Word Solving day	<p>-readers identify table of contents and predict what they will learn while reading.</p> <p>-readers read back to themselves what they have learned. (color shape size..)</p> <p>-readers retell what they read “in this part I learned...”</p> <p>-ask questions/have wonderings as they read nonfiction texts by jotting questions as they read about their topic.</p>	4 class periods

Fluency Day	-look at text features to help them figure out the meaning of unknown words. -readers ask their partners “what have you learned?” “Why is this important..” -jotting new words and facts on a sticky note to remember and deepen learning. Talk to partners about more topics and words they met in their texts.	4 class periods
Reflection	Parking lot chart: favorite thing about fiction reading and favorite thing about informational reading,	1 class period
Celebration	Expert stations: present to one another their posters and present facts they have learned.	1 class period
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit: https://www.stenhouse.com/content/patterns-power RAZ Kids		

Unit Overview

Content Area: Reading

Unit Title: Unit 4 Getting to know Characters

Grade Level:1

Unit Summary: Students will begin to think more deeply about what characters like and don't like, what they do and what they are like as people, friends or family members. Students will retell what the main character does across the whole story and begin to think about how characters sometimes change.

Interdisciplinary Connections: Students will make connections with Science, Social studies and Writing

21st Century Themes and Skills:

9.2.4.A.4 explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and

career success.

Educational Technology Standards:

8.1.2.A.1 identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

8.1.P.C.1 collaborate with peers by participating in interactive digital games or activities.

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Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.

RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L1.1C	Noun verb agreement
L.1.2D	Spelling using learned patterns and parts
L.1.1E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.5C	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
L.1.1F	Use frequently occurring adjectives.
L.1.4C	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> Why would we study characters? How can we jot our thinking while reading? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> To make connections within and across books, to get to know characters and to think about a character's feelings. </div> </div>	

- By stopping and jotting down their idea in order remember and share evidence with their reading partner.

Unit Learning Targets/Objectives:

Students will...

- Readers get to know their characters and describe their feelings, challenges, and friendships.
- Readers pause while they read to think about a character and jot down their thinking.
- Readers compare characters in books and think about how they are similar and different.
- Readers share their thinking with their partner.

Evidence of Learning

Formative Assessments:

Running records

conference notes on each student

Summative/Benchmark Assessment(s):

Fountas & Pinnell Benchmark Assessment System

Resources/Materials (copy hyperlinks for digital resources):

Mean Jean the Recess Queen

Dot

Juice Box Bully

-ish

I am Peace

Modifications:

- **Special Education Students/504**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions

- Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at the level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete Suggested Pacing Guide 1 class period = 40 minutes
Immersion week	-Begin unit with an anchor chart of “how would you act if you were (happy, mad, sad, ect.) -Begin by thinking about your own feelings	1 class period
Interactive read aloud	Read aloud books will included lessons on: -how to infer about a character as a person -using precise words to describe a characters feelings. -using precise words to describe a characters actions -listing character traits	4 class periods
Habit Day	-readers think about a character by paying attention to the pictures and the expression on the characters face to figure out how a character is feeling. -readers think more about a character by considering whether words that give us clues about how a character is feeling are positive or negative. (laugh vs frown) -readers think more about a character by thinking about why a character is acting a certain way and how that is connected to hoe the character is feeling readers think more about a character by inferring more about a character by looking at what the character says or does each part of the story and then asking “what does this show me about what my character likes or doesn't like?”	4 class periods

Comprehension Day	<p>-Readers think more about what is happening in the story. They do this by using pictures and text to describe characters, setting and main events.</p> <p>-readers think more about a character by reading with intonation to reflect how they characters are feeling.</p> <p>-Readers use precise language as they describe characters. They jot thinking about characters using appropriate vocabulary to explain character traits and feelings.</p> <p>- readers think more about a character by noticing that characters feelings change and think more about why they change.</p>	4 class periods
Word Solving day	<p>--readers notice when they come across a tricky word and work through it to solve by moving their eye through the whole word.</p> <p>-readers notice when they come across a tricky word and work through it to chunk the letter sounds</p> <p>-readers notice when they come across a tricky word and work through it to stretch out the sounds</p> <p>-readers notice when they come across a tricky word and work through it to ask if it sounds right.</p>	4 class periods
Fluency Day	<p>-readers keep track of their thinking and reactions by jotting on post its.</p> <p>-readers place post it at important part of the books. (how the character is feeling at a certain point)</p> <p>-readers place post it at important part of the books.(change in feeling)</p>	4 class periods
Reflection	<p>-which self-monitoring strategy do I like the best</p> <p>Anchor chart</p>	2 class period
Celebration	<p>Character riddles:</p> <p>-clues will include their learning about a character. Students will invite others to use the clues to figure out who the character is being described.</p>	4 class periods

	<p>“Matchmaking”</p> <p>-friendships between characters in different books. Students will explain why these friends make a good match.</p> <p>Character “wanted” Ads</p> <p>-stating traits and feeling on a character missing</p>	
Teacher Notes:		
<p>Additional Resources</p> <p>Click links below to access additional resources used to design this unit:</p> <p>https://www.stenhouse.com/content/patterns-power</p> <p>RAZ Kids</p>		

Unit Overview
Content Area: Reading
Unit Title: Unit 5 Reading in the Content Areas
Grade Level: 1

Unit Summary: Students will apply nonfiction comprehension strategies learned from unit 3 and build upon this strong foundation. Students will preview informational texts, read for main ideas and use both illustrations and text features to develop deeper understanding. With regular wondering students begin to word their questions more fully, jot them down and bring these questions to their partner conversation. Students are able to use questions and inquiry to discover more and more about content topics.

Interdisciplinary Connections: Students will make connections with Science, Social studies and Writing

21st Century Themes and Skills:

9.2.4.A.4 explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Educational Technology Standards:

8.1.2.A.1 identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

8.1.P.C.1 collaborate with peers by participating in interactive digital games or activities.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the

desired outcome.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
SL.1.4	.Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L1.1C	Noun verb agreement
L.1.1D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L.1.2c	Use commas in dates and to separate single words in a series.
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.4c	Use frequently occurring adjectives.
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> Why do we ask questions? How does asking questions focus my reading and thinking? How can I use questioning to drive and deepen my learning? </div> <div> Unit Enduring Understandings: <p>Students are able to use questions and inquiry to discover more and more about content topics.</p> <ul style="list-style-type: none"> Readers work with partners to share their learning and explain their questions and answers. </div> </div>	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Readers of informational books preview a book and think about what they will be learning about. Readers of informational books think about questions they have about the books topic. Readers use the words and visuals to try to find the answers to their questions. Readers work with partners to share their learning and explain their questions and answers. 	

Evidence of Learning

Formative Assessments:

Running records

conference notes on each student

Summative/Benchmark Assessment(s):

Fountas & Pinnell Benchmark Assessment System

Resources/Materials (copy hyperlinks for digital resources):

Nonfiction book bins

Modifications:

- **Special Education Students/504**

- Allow errors
- Rephrase questions, directions, and explanations
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- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete) Suggested Pacing Guide 1 class period = 40 minutes
Immersion	-pre-assessment: parking lot chart about favorite thing about	3 class periods

week	<p>fiction reading and favorite thing about non-fiction reading</p> <p>--readers think about and notice differences between fiction and non-fiction texts. Then class will create an anchor chart of the results.</p> <p>-sorting games of text features</p>	
Review	<p>-readers get ready to read informational text by thinking about what they already know about the topic and then peeking at the book to see what they might learn.</p> <p>- Readers get ready to read informational text by skinning and scanning across all the features of the page (Ex: text, photographs, maps, timelines, diagrams, charts, captions and sidebars) and trying to name the big things they are learning.</p> <p>-Readers identify information in a text that answer their questions by using all the sentences on the page to think about what is most important.</p> <p>-readers push themselves to think and wonder by using prompts to help structure their questions. Some questions might sound like:</p> <p>“why is it that...?”</p> <p>“why..?”</p> <p>“how...?”</p>	5 class periods
Reading on a topic class selection	<p>-readers get ready to read informational text by thinking and jotting questions they want to find the answers to.</p> <p>-Readers read with purpose by looking at the table of contents and targeting something specific they want to read more about (their questions) and then read with those questions in mind.</p> <p>-Readers identify information in a text on a topic to find certain answers and information related to their questions. They do this by using strategies such as placing books side-by-side to compare illustrations.</p> <p>-reading partners support and nudge one another by practicing “teaching” one another about their topics.</p>	5 class periods
Reading on a topic	<p>-Readers use text features to locate information to answer questions. They do this by using section headings to locate</p>	10 class periods

Independent Selection	<p>information and answer their questions.</p> <p>-Readers use the organization of a text to help them understand the new facts and ideas. They do this by stopping after reading once part , covering the text and saying or writing on a post it:</p> <p>“This part teaches me...?”</p> <p>“It teaches me by giving examples or evidence such as...?”</p> <p>“This adds to my information on...?”</p> <p>-Readers look across more than one text to find certain answers and information related to their questions. They do this by using strategies such as placing books side-by-side to compare illustrations.</p> <p>-Reading partners support one another by practicing “teaching” one another about their topics.</p> <p>-Readers look across more than one text on a topic to find certain answers and information related to their questions. They do this by taking notes on what they are learning(about their questions) in a different text.</p> <p>-Readers look across more than one text on a topic to find certain answers and information related to their questions. They do this by compare and contrast information provided in the books(tip: look back at notes from each book!)</p> <p>-Readers look across more than one text on a topic to find certain answers and information related to their questions. They do this by carrying all that they have learned from on book as they move to another book. “what sounds the same or different about the information I am learning?”</p> <p>-Readers look across more than one text on a topic to find certain answers and information related to their questions. They do this by adding all they find out from a second book to extend whatever they read in the first book.</p>	
Celebration	Expert stations: present to one another their posters and present facts they have learned.	2 class periods
Teacher Notes:		
Additional Resources		

Click links below to access additional resources used to design this unit:

<https://www.stenhouse.com/content/patterns-power>

RAZ Kids