

NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Reading Curriculum Grade 1



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

NEPTUNE TOWNSHIP BOARD OF EDUCATION

Chanta L. Jackson, President

Donna L. Puryear, Vice President

Tujaim Berry

Dianna A. Harris

Kim Hoffman

Jerome M. Hubbard

Sheila B. Jones

April Morgan

Jessie Thompson

Liza Flynn, Bradley Beach Rep.

Drisana Lashley, Neptune City Rep.

SCHOOL DISTRICT ADMINISTRATION

Tami R. Crader, Ed.D.

Superintendent of Schools

Matthew Gristina, Ed.D.

Assistant Superintendent of Schools

Peter J. Leonard

Business Administrator/Board Secretary

Rosemary Della Sala

Assistant Business Administrator/Assistant Board Secretary

Sally A. Millaway, Ed.D.

Director for Curriculum, Instruction & Assessment

Kathleen M. Skelton

Director of Special Services

Omar Beltran

Director of School Counseling and Social Emotional Support Services

Lakeda Demery-Alston

Supervisor of Humanities & ESL

Dolores Dalelio

Supervisor of STEM

Charles Kolinofsky

Supervisor of Data & Information

Megan Plevier, Ed.D

Supervisor of Early Childhood Education

ELEMENTARY SCHOOL ADMINISTRATION

Principals

Kathleen Thomsen, Gables
James M. Nulle, Green Grove
Mark K. Alfone, Ed.D., Midtown Community
Joshua Loveland, Shark River Hills
Jerard L. Terrell, Ed.D., Summerfield

MIDDLE SCHOOL ADMINISTRATION

Janelle Opoku, Ed.D., Principal
Thomas Johnson, Vice Principal
Michael Smurro, Vice Principal

HIGH SCHOOL ADMINISTRATION

Thomas Decker, Principal
Mahon Ryan-Hannaway, Vice Principal
Mark Smith, Vice Principal
Patrizia Weber, Vice Principal
Richard Arnao, Administrator for Athletic & Co-Curricular Activities

DEPARTMENT CHAIRPERSONS

Marjorie Kane
Dawn Reinhardt
Nicole Sanyigo
Karen Watt

NEPTUNE TOWNSHIP SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS

READING

CURRICULUM

GRADE 1

Table of Contents

Acknowledgements	<i>i</i>
District Mission Statement	<i>ii</i>
District Educational Outcome Goals	<i>iii</i>
Integrated Social and Emotional Learning Competencies	<i>iv</i>
Accommodations and Modifications	<i>v</i>

Curriculum

<u>Unit Title</u>	<u>Page</u>
Building Good Reading Habits.....	1
Word Detectives.....	10
Learning About the World: Reading Nonfiction.....	23
Readers Have Big Jobs to Do: Fluency, Phonics and Comprehension.....	33
Meeting Characters and Learning Lessons: A Study of Story Elements.....	49

NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Reading Grade 1

Acknowledgements

The Reading Curriculum for first grade was developed through the dedicated efforts of Deborah Peniston, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

This curriculum was written in alignment with the 2023 New Jersey Student Learning Standards for English Language Arts. The curriculum fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures.

It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose

- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share

- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Building Good Reading Habits (Book 1)
Suggested Time Frame	Approximately 22 Days

Overview / Rationale

This unit reminds readers to call on familiar habits at the beginning, in the middle and at the end of a book. It rallies readers to draw on all that they know in order to work hard to solve tricky words, and to draw on their growing repertoire of ways to read with partners.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

Computing Systems

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers make sense of the words on the page? • How do readers push themselves to read more? • How do readers share books? • How do readers use letters and sounds to help them tackle hard words? • What do readers think before and while they are reading? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Readers envision as they read. • Readers preview the text before reading. • Readers reread to make their voices smoother and to develop new understandings about the text. • Readers talk about and share ideas about books with partners.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • Readers visualize as they read, creating mental images. • They align the images in their minds with the words on the page. • Readers preview the text before diving in. • They reread to enhance fluency. • Readers engage in discussions and exchange ideas about books with peers. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Preview text before reading. • Reread text and discuss with others. • Track words with their eyes and scoop up words. • Look at all parts of the word.

Student Resources

Students read diverse books or texts from various genres.

Teacher Resources

Units of Study for Teaching Reading by Lucy Calkins, 2015, ISBN-13: 978-0-325-07703-1

- *Building Good Reading Habits* by Lucy Calkins and Elizabeth Franco

www.heinemann.com

<https://readingandwritingproject.org/>

 Engagement Inventory.pdf

To access the following resource you must have an account. Please contact the Supervisor of Humanities and ESL/Bilingual K-12 for account information.

Reading Eggs-<https://readingeggs.com/>

Raz-Plus- [Raz-Plus](#)

Create a free account for the following resources:

Newsela- [Newsela](#)


ReadWorks-[ReadWorks](#)

Epic! [Epic](#)

 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Ollie the Stomper by Olivier Dunrea

Gossie & Gertie by Olivier Dunrea

Ish by Peter H. Reynolds

Stage 2 – Assessment Evidence

Formative Assessments

- DRA2 (Developmental Reading Assessment)
- Running Records
- Conference Notes
- Small Group Observations

Summative Assessment

- DRA2: Benchmark Level 4/C

Stage 3 – Learning Plan

Instructional Guidance:

 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

- Guided Reading Groups are conducted every day (10-15 minutes per group).

Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- [■ Checkpoints for Reading Growth 7.17.17 Copy.pdf](#) .
Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See
[■ Structure of A Guided Reading Lesson .pdf](#) from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template- [☰ Copy of F&P Guided Reading Template](#)

Note: When conducting guided reading groups, students can use Reading Eggs at the beginning of the year as they work towards reading expectations.

Guidance for how to teach the added lessons using *The Reading Strategies Book 2.0* by Jennifer Serravallo. [W How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx](#)

Getting Ready: Please read pgs. xii-xiv in advance (*Building Good Reading Habits* by Lucy Calkins and Elizabeth Franco), to prepare for the unit. During the first part of the unit as you establish routines/expectations, be sure to use the engagement inventory to guide next steps for reading expectations. [■ Engagement Inventory.pdf](#)

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

[■ Checkpoints for Reading Growth 7.17.17 Copy.pdf](#)

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning. Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.

- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block.***

Part 1-Habits for Reading Long and Strong-Approximately 9 Days

Standards:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Mentor Text- *Ollie the Stomper* by Olivier Dunrea, *Gossie & Gertie* by Olivier Dunrea
Recommendation- Display on SMART Board so students can view as you read and model the mini-lessons.

Teacher Objective: You will teach students to retell events in a story and describe the characters, settings, and major events using key details.

Lesson-Session 1 pg. 2 - Readers Take a Sneak Peek to Get Ready to Read

You will teach children that readers get their minds ready to read by previewing the text before diving into the work of reading the words.

Lesson-Session 2 pg. 8 - Readers Do Something at the End of a Book

You will teach children that readers don't just push aside a book the moment they finish reading it. Instead, they do something - reread, think back, or talk about it with others.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 5.2 pg. 166) Say What's Most Essential

- Strategy- Name the main character (s). Say where the story takes place. Say one sentence for the beginning of the story. Say one sentence for the middle of the story. Say one sentence for the end of the story.

Lesson-Session 3 pg. 16 - Readers Get Stronger by Reading More and More

You will teach children that readers continually strive to get stronger at reading and that reading more and more books can help strengthen their reading muscles.

Lesson-Session 5 pg. 25 - Readers Reread to Make Their Reading Voices Smoother

You could teach students that readers are in the habit of rereading, and when they do this their reading voices become much smoother.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.1 pg. 133) Reread for Fluency

- Strategy-When you have to slow way down-to figure out a word, to check your understanding, because you found your phrasing was awkward, go back to the beginning of the sentence and reread. This time, read the words automatically, pause in places that make sense, and make your voice match the meaning.

Lesson-Session 6 pg. 28 - Readers Track with Their Eyes and Scoop Up More Words

You will teach your students that readers read with their eyes instead of their fingers, out of habit. Readers also practice scooping up more words at a time with their eyes, reading in phrases, instead of word by word.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.8 pg. 140) Scoop Up Words To Read in Phrases

- Strategy- Instead of reading word by word, try to scoop up a few words at a time. Read all the words in one scoop together, before pausing. Then scoop up the next few words.

Lesson-Session 7 pg. 34 - When Readers Reread, They See More!

You could introduce book baggies and teach children that when they reread, new details emerge and new understandings develop. Readers do this every time they read. It's a habit!

Part 2- Habits for Tackling Even the Hardest Words- Approximately 13 Days

Standards:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Teacher Objective: You will teach students how to decode words.

Lesson-Session 9 pg. 44 - Drop Bad Habits! Pick Up Good Habits!

You will teach readers to acknowledge their bad reading habits so they can drop them and to remember to use the good habits they've learned for solving tricky words.

- Note: Guided Reading should be happening by session 9. See pg. 48.

Lesson-Session 10 pg. 51 - Readers Look at All Parts of a Word

You will teach readers that it's not enough to check the beginning of a word. Readers need to look at all the parts of a word to figure it out.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 3.2 pg. 100) Check the Beginning, Middle and End

- Strategy- Check the beginning of the word, sliding the sounds together. Check the middle of the word, sliding the sounds together. Check the end of the word, sliding the sounds together. Say the whole word, blending the beginning, middle, and end. Check to make sure the word you read makes sense and sounds right.

Lesson-Session 12 pg. 59 - Readers Double-Check Their Reading

You will teach students that readers double-check to be sure that what they're reading makes sense and looks right.

Lesson-Session 14 pg. 69 - Try It Two Ways!

You could help students use what they know about letters and sounds, particularly vowels, to solve vowels - trying sounds two ways.

Lesson-Session 18 pg. 88 - Readers Celebrate and Set New Goals

You will celebrate all the good habits readers have developed, and help partners work together to set goals for the year ahead.

The following lessons are to be taught after Session 18.

Read-Aloud and Shared Reading pg. 93

(*Building Good Reading Habits* by Lucy Calkins and Elizabeth Franco)

You will expose students to richer literature than the books they are likely reading independently. You will use the suggested picture books or choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Read Aloud- Choose a Picture Book with an Engaging Storyline

Suggested *Ish* by Peter H. Reynolds

Lesson- Session 1- Page. 94-95

Focus:

- Book Introduction and Sneak Peak - Students make predictions.
- Readers Talk About Books

- Retelling Key Details

Lesson- Session 2- Pg. 98

Focus:

- Re-Reading with a New Lens - Students lookout for details they missed.
- Determine Central Message - Students participate in a whole-class discussion about the important lesson the author wants them to learn.

Shared Reading- (5 Days)

Text- *Ollie the Stomper* by Olivier Dunrea

Standards:

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

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

Lesson 1- Using Meaning and Syntax, and Visuals to Solve Tricky Words

Focus:

- Rally Readers to say, “We are strong readers!”
- Build a classroom community around reading.
- Remind students of some of the basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

Lesson 2- Cross-Checking Sources of Information

Focus:

- Read for comprehension.
- Develop more fluency.

Lesson 3- Word Study

Focus:

- Build a high-frequency word vocabulary.
- Study phonics.
- Grow new vocabulary.
- Connect what we know about words to our reading.
- Reread texts with more word automaticity and fluency.

Lesson 4- Fluency

Focus:

- Read with Fluency.
- Draw attention to different types of end punctuation marks.
- Read for meaning.

Day 5- Putting It All Together

- Read for comprehension focusing on basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

Unit Plan Title	Word Detectives (New Book 2016)
Suggested Time Frame	Approximately 33 Days

Overview / Rationale

This unit is organized in three parts. The first part has children learning to become word detectives, being alert for difficult words, using what they know to solve those words, and checking their attempts. In the second part, students are ready to officially become word detectives, able to draw on prior knowledge, increase their bank of high-frequency words, and use known words to help figure out unknown words. The final part focuses on ways that readers look closely at words and use visual information effectively. You will teach children to use their phonics knowledge of common spelling patterns, contractions, and compound words. Throughout the unit, you'll also ask children to develop their fluency skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

L.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).

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

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

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.

L.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.*

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2).

- A. Short vowels and single consonants.
- C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

L.KL.1[[.]]1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).*
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.*
- C. Ask questions to clear up any confusion about the topics and texts under discussion.*

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

SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Interdisciplinary Connections
<p>New Jersey Student Learning Standards for Social Studies K-2 (2020)</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. ● 6.1.2.CivicsPR.1: Determine what makes a good rule or law. ● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. ● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. ● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
<p>Interdisciplinary Connections</p> <p>Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.</p>
Career Readiness, Life Literacies, and Key Skills (2020)
<p>Civic Responsibility</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Computer Science and Design Thinking (2020)
<p>Computing Systems</p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do letters represent sounds, and how does understanding this connection help us read and write? • What strategies can readers use to identify unfamiliar words when reading independently? • How does recognizing patterns in words (such as rhymes and word families) help us become better readers? • Why is it important to understand the relationship between letters and sounds when learning to read and write? • How can readers use context clues to figure out the meaning of unfamiliar words in a text? • What different strategies can we use to help us understand what we read? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Letters represent sounds and that these sounds can be blended together to form words. They will develop the ability to recognize and produce the sounds associated with individual letters and letter combinations. • Recognizing common letter patterns, using context clues, and applying phonics rules will help to decode unfamiliar words. • Understanding spelling-sound correspondences helps in decoding words accurately. • The importance of reading smoothly and with appropriate phrasing to enhance comprehension. • Comprehension involves not only understanding the literal meaning of a text but also making inferences and connections to their own experiences and prior knowledge.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • Readers use what they know to solve words they don't know. • There are common letter patterns and phonics rules they can apply when decoding words they don't know. • Most high-frequency words have to be memorized. • Fluency helps with comprehension. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Monitor their reading • Develop their word-solving skills • Use strategies to tackle tricky words • Increase their bank of high-frequency words • Develop their fluency skills

Student Resources
Students read diverse books or texts from various genres.
Teacher Resources
<p><i>Word Detectives</i> by Lucy Calkins, Elizabeth Franco, and Havilah Jespersen, 2016, ISBN-13:978-0-325-08882-2 www.heinemann.com</p>

A Country Mouse and a Town Mouse by Ruth Mattison

Nate the Great by Marjorie Weinman Sharmat

The Birthday Boy by Debbie Croft

Song or Poem of your choice, for example, “Down by the Bay”

Bill Bookman and Friends Mission Statements Videos 1-18-

📺 Word Detectives - General Welcome <https://www.youtube.com/watch?v=tlc-L7eMHH4>

Building Blocks: High Frequency Words & Phonological Awareness, Grade 1 Virtual Module-Subscription 2021-22-Session 5(Heinemann Resource)

📺 Contractions: What are contractions? | English For Kids | Mind Blooming
<https://www.youtube.com/watch?v=vnB4Eu7X1Og>

📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Stage 2 – Assessment Evidence

Formative Assessments

- Running Records
- Conference Notes
- Small Group Observations

Stage 3 – Learning Plan

Instructional Guidance:

☰ Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

- Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- 📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf .
Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See
📄 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template- ☰ Copy of F&P Guided Reading Template

Guidance for how to teach the added lessons using *The Reading Strategies Book 2.0* by Jennifer Serravallo.  [How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx](#)

Getting Ready: Please read pgs. xiii-xvi in advance, to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

 [Checkpoints for Reading Growth 7.17.17 Copy.pdf](#)

Neptune Township Board of Education Approved Technology List:

https://www.educationframework.com/Districts/main.aspx?district_id=30623

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.

During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text- Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 [Copy of Interactive/Instructional Read Aloud March 2023](#)

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block***.

Part 1- Word Detective in Training Approximately 13 Days

Standards:

L.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.

- D. Distinguish long from short vowel sounds in spoken single-syllable words.
- E. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- F. 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).

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

- C. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- D. Decode regularly spelled one-syllable words.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Mentor Text- *A Country Mouse and a Town Mouse* by Ruth Mattison

Note: You may want to display the book using the SMART Board.

Teacher Objective: Teachers will teach students about long and short vowel sounds and how to blend sounds and decode words.

*Note: Use the videos to introduce the session (Bookman and Friends)

 **Word Detectives - General Welcome** <https://www.youtube.com/watch?v=tlc-L7eMHH4>

Lesson-Session 1 pg. 2 - Word Detectives Are Always on the Lookout

You will teach children that word detectives notice tough words as they read and stop to solve these words right away.

 **Word Detectives - Mission #1** <https://www.youtube.com/watch?v=wcmS19PB0GQ>

Lesson-Session 2 pg. 10 - Word Detectives Look Closely

You will teach children that word detectives look closely at words to get clues, making sure they look across the *whole* word to solve it. Focus on looking at all the letters/sounds in words. Look at the complete word.

▶ Word Detectives - Mission #2 <https://www.youtube.com/watch?v=ttdF1FbgL4A>

Added Lesson- Repeat Session 2-Look Closely at the Word

- Select words to use from any book read in class. Read the page together and when you get to the highlighted word, stop and look really closely. Talk about the parts you see. Students practice this during active engagement and independent practice.

Lesson-Session 3 pg. 17 - Word Detectives Use Everything They Know

You will teach children that word detectives use everything they know to solve problems. Focus on looking at all the letters/sounds in words. Look at the complete word.

▶ Word Detectives - Mission #3 <https://www.youtube.com/watch?v=uf8rqn3XWlc>

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 3.7 pg. 105) Fix It by Checking Each Letter

- Strategy- When you've tried reading a word but it doesn't sound like a word you know, or doesn't make sense in the sentence, try to find what needs fixing. Move your finger under each letter as you look across the whole word from left to right. Do not skip over any letters as one letter can be the difference in reading the word correctly.

Lesson-Session 4 pg. 25 - Word Detectives Check Their Words Slowly

You will teach children that when word detectives think they know what a word might say, they do a s-l-o-w check to be sure. They say the word slowly, sliding their finger under the word, and check that all the parts look right.

▶ Word Detectives - Mission #4 https://www.youtube.com/watch?v=_1pDI097JVs

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 3.20 pg. 118) Cover and Slide

- Strategy- When you've tried to read a longer word, you can cover up the word with your finger, revealing the letters of the word slowly. Slide your finger across the word left to right to show more and more letters as you read them, blending the sounds together as you go.

Lesson-Session 5 pg. 32- Readers Investigate What Makes a Good Reading Partner

You will guide children to figure out what makes a good reading partner. Note: Do not play guess the covered word.

Word Detective- Mission #5 https://www.youtube.com/watch?v=KKW6L1WgJ_M

Lesson-Session 6 pg. 42 - Word Detectives Read Words in a Snap

You will teach children that when word detectives see a word they know, they read it in a snap!

▶ Word Detectives - Mission #6 <https://www.youtube.com/watch?v=2dUxqQ450-A>

Lesson-Session 7 pg. 50 - Word Detectives Use Snap Words as Clues to Think about What Makes Sense

You will teach children that word detectives use snap words as clues to think about what makes sense.

▶ Word Detectives - Mission #7 https://www.youtube.com/watch?v=_D7yHMjKCks

Lesson-Session 8 pg. 57 - Word Detectives Solve Mystery Words by Thinking of Similar Snap Words

You will teach children that words detectives ask themselves, “Does this mystery word remind me of another word I know?” and then think of a similar snap word to help figure out the new word.

▶ Word Detectives - Mission #8 <https://www.youtube.com/watch?v=epHKI7GpGps>

Lesson-Session 9 pg. 65 - Word Detectives Turn New Words into Snap Words

You will teach children how word detectives turn new words into snap words.

▶ Word Detectives - Mission #9 <https://www.youtube.com/watch?v=0RtiCtyNWgQ>

Lesson-Session 10 pg. 73 - Word Detectives Scoop Up Words to Make Their Reading Sound Smooth

You could teach students that readers can use snap words to read in longer phrases, making their reading sound smoother.

▶ Word Detectives - Mission #10 https://www.youtube.com/watch?v=TIYy6gD_eGo

Part 2- Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words To Read- Approximately 20 Days

Standards:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Teacher Objective: You will teach students how to decode words.

Lesson-Session 11 pg. 78 - Word Detectives Break Words into Parts

You will teach children that word detectives can break words into parts as they read, trying a word in different ways until it makes sense and sounds right.

▶ Word Detectives - Mission #11 <https://www.youtube.com/watch?v=IMImYmBtcl0>

Added Lesson- Repeat Session 11-Breaking Words into Parts

- Select words to use from any book read in class. Read the page together and when you get to the highlighted word demonstrate breaking the word apart. Talk about the parts you see. Students practice this during active engagement and independent practice.

Lesson-Session 12 pg. 86 - Word Detectives Pay Special Attention to the Beginning of Words

You could teach students that readers pay close attention to the beginning of a word, especially looking closely to see if any letters go together.

▶ Word Detectives - Mission #12 <https://www.youtube.com/watch?v=aDo4id1FFQE>

Added Lesson-Building Blocks: High Frequency Words & Phonological Awareness, Grade 1 Virtual ModuleSubscription 2021-22-Session 5

- Go to *3-Phonological Awareness, Grade 1 Unit 1, Session 5
This session begins with a poem containing many blends and digraphs. While reading the poem with Natalie, students hunt for the blends and digraphs. The lesson moves onto reading by analogy. Natalie shows the snap words went, will, and look. Students then read a new set of words. They will find that the snap words they've just read will help them read the vowels and the word endings of the new words. Finally, the lesson moves onto dictation. Students first orally segment words starting and ending in blends, then write the word. (Runtime 11:37)

Lesson-Session 13 pg. 90- Word Detectives Watch Out for Endings

You will teach children that when word detectives see a big word with a known ending, they can break off the ending to figure out the part that's left. Then, they put the parts back together to read the whole word so it makes sense and sounds right.

▶ Word Detectives - Mission #13 <https://www.youtube.com/watch?v=CaNYkFSem9U>

Added Lesson- Repeat Session 13-Watch Out for Endings

- Select words to use from any book read in class. Read the page together and when you get to the highlighted word demonstrate how to break off the endings when decoding words. Talk about the strategy. Students practice this during active engagement and independent practice..

Lesson-Session 14 pg. 97 - Word Detectives Don't Let Vowels Trip Them Up

You will teach children that word detectives look closely at vowels inside words, especially side-by-side vowels. Then they try the word in different ways until it makes sense and sounds right.

▶ Word Detectives - Mission #14 <https://www.youtube.com/watch?v=Rf0euGey3sI>

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 3.15 pg. 113) Be Flexible with Vowels

- Strategy- Be flexible about vowel sounds-try one sound, then another you know that the letters can represent-until you read a word that sounds like a word you know and that makes sense in the sentence.

Lesson-Session 15 pg. 104 - Word Detectives Use Word Parts They Know to Read New Words

You will teach children that word detectives use parts of words they know to figure out tricky new words.

▶ Word Detectives - Mission #15 <https://www.youtube.com/watch?v=-F-cjMqAahM>

Lesson-Session 16 pg. 112 - Word Detectives Watch Out for Unusual Words

You will teach children that word detectives watch out for unusual words in their books, such as contractions.

▶ Word Detectives - Mission #16 <https://www.youtube.com/watch?v=g1rWnBJM9Ls>

Added Lesson- Contractions

- Show video (2:33) Lesson added to continue the discussion on contractions.
▶ Contractions: What are contractions? | English For Kids | Mind Blooming
Review/discuss the unusual words with students. Students jot them on a Post-it and share them with a partner. The words can be added to the chart of Unusual Suspects.

Lesson-Session 17 pg. 119 - Word Detectives Smooth Out Their Reading

You will teach children that after word detectives read to fix up tricky words, they can read the same text again to make their reading sound smooth.

▶ Word Detectives - Mission #17 <https://www.youtube.com/watch?v=jiOgdJ0WsFQ>

Lesson- Session 18 pg. 126 - Word Detectives Show Off Their Skills: A Celebration

You will teach students 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.

▶ Word Detectives - FINAL Mission #18 <https://www.youtube.com/watch?v=e6Purb13XR0>

Read Aloud- *Nate the Great* by Marjorie Weinman Sharmat

The following lessons are to be taught after Session 18.

Read-Aloud and Shared Reading

You will expose students to richer literature than the books they are likely reading independently. You will use the suggested picture books or choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Lesson- Session 1 pg. 132

Lesson- Session 2 pg. 135

Shared Reading (5 Days):

Text- *The Birthday Boy* by Debbie Croft

Song or Poem of your choice, for example, “Down by the Bay”

Standards: L.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.*

Lesson 1- Using Meaning and Syntax, and Visuals to Solve Tricky Words

Focus:

- Rally readers to say, “We can be word detectives!”
- Build a classroom community around reading.
- Remind students of some of the basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words

Lesson 2- Cross-Checking Sources of Information

Focus:

- Read for comprehension.
- Develop more fluency.

Lesson 3- Word Study

Focus:

- Build a high-frequency word vocabulary.
- Study phonics.
- Grow new vocabulary.
- Connect what we know about words to our reading.
- Reread texts with more word automaticity and fluency.

Lesson 4- Fluency

Focus:

- Read with Fluency.
- Draw attention to different types of end punctuation marks.
- Read for meaning.

Day 5- Putting It All Together

- Read for comprehension focusing on basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

Unit Plan Title	Learning About the World: Reading Nonfiction (Book 2)
Suggested Time Frame	Approximately 40 Days

Overview / Rationale
In this unit your students will begin to explore nonfiction texts. They will learn strategies for reading nonfiction texts and gathering information from them. Within the unit, readers will learn the importance of tackling new words in nonfiction texts and growing their vocabulary. They will understand that learning and using new words is a part of being a reader, especially in nonfiction. Students will focus on reading aloud like experts. They will learn when and how to share texts with others.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts 2023</p> <p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).</p> <p>RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.</p> <p>RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.</p> <p>RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</p> <p>RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.</p> <p>RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p>

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

New Jersey Student Learning Standards- Science (2020)

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.]

1-LS1-2. Read texts and use media to determine patterns in the behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility


- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

Computing Systems

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Essential Questions: <ul style="list-style-type: none"> • Why are nonfiction texts called informational texts? • How do readers gather all the information they learn while reading nonfiction texts? • Why are the new words they are learning in nonfiction texts so important? • How do readers determine the main topic when reading informational texts? 	Enduring Understandings: <i>Students will be able to understand:</i> <ul style="list-style-type: none"> • Nonfiction texts have a different structure than fiction. • Readers use different strategies when reading nonfiction texts than when they read fiction. • Nonfiction texts center around a main topic and details that support that main topic.
Knowledge: <i>Students will know:</i> <ul style="list-style-type: none"> • A nonfiction text contains information they need to learn. • A nonfiction text has a main topic and details that explain the main topic. • A nonfiction text has text features that help with understanding the topic. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Distinguish nonfiction from fiction. • Read nonfiction texts and gather information by answering who, what, where, when, why, and how. • Identify the main topic. • Read nonfiction texts like experts.

Student Resources
Students read diverse books or texts from various genres.
Teacher Resources
<i>Units of Study for Teaching Reading</i> by Lucy Calkins, 2015, ISBN- 13: 978-0-325-07704-8 <ul style="list-style-type: none"> • <i>Unit 2: Learning About the World</i> by Lucy Calkins and Amanda Hartman www.heinemann.com https://readingandwritingproject.org/
 Checkpoints for Reading Growth 7.17.17 Copy.pdf
Neptune Township Board of Education Approved Technology List: https://www.educationframework.com/Districts/main.aspx?districtid=30623
<i>Super Storms</i> by Seymour Simon
<i>Hang On, Monkey!</i> by Susan B. Neuman
<i>I Want to Be a Doctor</i> by Dan Leibman
<i>Owls</i> by Mary R. Dunn

Snails by Kevin Holmes

Are You a Snail by Judy Allan and Tudor Humphries

📺 🐌 Are You a Snail? 🐌 | Read Aloud for Kids!

https://www.youtube.com/watch?v=_H5PiUuAPv4

Let's Learn About Snails by Laura Waxman

📺 [Read aloud] Let's look at snails | BBL | Snail facts for kids | kids reading | Snail book |

https://www.youtube.com/watch?v=Kz0_5Z20m2s

📺 1st Grade, ELA, Week 5 Day 1: Fiction vs Non-fiction

<https://www.youtube.com/watch?v=-3dtPW8g7ko>

📺 Information Provided by Pictures | Non-Fiction Text | 1st Grade Reading | eSpark Instructi...

<https://www.youtube.com/watch?v=F60CHAucKBk>

[Topic, Main Idea, Details Activity Sheet](#)

[Comparing Informational Texts Activity Sheet](#)

Lesson- [First grade Lesson Comparing Informational Texts | BetterLesson](#)-Note: You will need to sign up for a free account with Betterlesson.com. This lesson is also placed in the Resource Folder 📺 Learning About the World: Reading Nonfiction

📺 Two-Syllable Words | ELA for 1st Grade | Kids Academy

<https://www.youtube.com/watch?v=H7kFzg9xpOU>

📺 Reader's Workshop-Readers Find and Think about Key Words-2/25-2/26/21

<https://www.youtube.com/watch?v=P1RNV32E-d4>

📺 Text feature 01 - Table of contents <https://www.youtube.com/watch?v=yYVpiPK0i8Q>

📺 Text features 02 - Photograph, illustration, caption

<https://www.youtube.com/watch?v=IBQZ-o6iHek>

📺 Text feature 03 - Diagrams and labels <https://www.youtube.com/watch?v=vdysiupgsplI>

📺 Text features 04 - Map and key <https://www.youtube.com/watch?v=g3RdQhaHq2w>

📺 Text features - Bold print and glossary https://www.youtube.com/watch?v=hm-_yRy8xfY

[Determine the author's point and identify reasons the author gives.3629/work-out-together](#)

Stage 2 – Assessment Evidence

Formative Assessments

- Running Records
- Conference Notes
- Small Group Observations

Stage 3 – Learning Plan

Instructional Guidance:

☰ Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

- Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- 📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf .
Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See
📄 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template- ☰ Copy of F&P Guided Reading Template

Getting Ready: Please read pgs. xiii-xv in advance to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is **in addition** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time **outside of the reading block.**

Part 1-Getting Smart on Nonfiction Topics-Approximately 13 Days

Standards:

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

Mentor Text- *Hang On, Monkey!* by Susan B. Neuman

Note: You may want to display the book using the SMART Board.

Teacher Objective: Teachers will teach students the difference between fiction and nonfiction books. Students will learn how to determine the main topic and retell details in information text.

Added Lesson- Fiction v. Nonfiction

- Before you begin the lessons discuss differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. Use various nonfiction books to explain the difference.

 1st Grade, ELA, Week 5 Day 1: Fiction vs Non-fiction

<https://www.youtube.com/watch?v=-3dtPW8g7ko>

Lesson -Session 1 pg. 2 - Getting Started as a Nonfiction Reader

You will remind children what they already know about sneak peeks and teach them how that knowledge will help them as readers learn about new topics.

Lesson-Session 2 pg. 8 - Studying One Page Can Teach So Much

You will teach children how to linger on a page and use the pictures to find more details and information that accompany the text. You'll show students how they can slow down in their reading and name what they see before they turn the page.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 10.7 pg. 331) Caption It!

- Strategy- Read the text. Look at the image. "Think, "What is one sentence that summarizes what this image is teaching me?" Use the information from the image and the main text to help you.

Added Lesson- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- You will teach students about the information provided by pictures vs. information provided by illustrations.

 Information Provided by Pictures | Non-Fiction Text | 1st Grade Reading | eSpark I...

<https://www.youtube.com/watch?v=F60CHAucKBk>

Lesson-Session 3 pg. 15 - Readers Learn More by Chatting about What's Happening

You will teach children how to bring the information on the page to life. You'll show children how to use images on the page or in their heads to imagine what is happening just before and right after the part they're reading. This inferential thinking will help students envision the information and learn more from the text.

Lesson-Session 4 pg. 22 - Readers Reread to Make Sure They Understand Their Books

You will remind children that when readers finish a book, they should try to remember the whole book, not just individual parts. This session helps students reread to put the parts of their books together.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 9.5 pg. 305) Read, Cover, Remember, Retell

- Strategy- Read as much as you can cover with your hand or a sticky note. Cover the text you just read. Focus on remembering what you read (it's OK to take a moment!). Say back what you remember (it's OK to peek back!). Repeat.

Lesson-Session 5 pg. 28 - Working on Fluency, Including Stress and Intonation

You will teach children that when readers are trying to understand and recall information from their books, it helps to read with expression, making their voices smooth and lively.

Lesson-Session 6 pg. 35 - A Celebration of Learning

You will congratulate students on all they have learned. Your students will celebrate their new knowledge by talking with their classmates about what they have learned from their books.

Part 2- Tackling Super Hard Words to Keep Learning-Approximately 10 Days

Standards:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Mentor Text- *I Want to Be a Doctor* by Dan Leibman

Teacher Objective: You will teach students how to decode words.

Lesson-Session 7 pg. 42 - Readers Don't Let Hard Words Get in Their Way

You will remind students that readers are persistent, especially when they get stuck on hard words in their books.

Lesson-Session 8 pg. 49- Crashing Word Parts Together to Solve the Whole Word

You will teach children that one strategy readers use to figure out a tricky word is to “crash” the word parts together and then to check that the word makes sense. You will practice doing this by rereading the beginning, middle, and end of the word and then putting the parts together to form a word.

Added Lesson- Crashing Words Parts (Repeated Lesson)

- You will teach children that one strategy readers use to figure out a tricky word is to “crash” the word parts together and then to check that the word makes sense. You will practice doing this by rereading the beginning, middle, and end of the word and then putting the parts together to form a word.

Use the video as a teaching tool

 Two-Syllable Words | ELA for 1st Grade | Kids Academy

<https://www.youtube.com/watch?v=H7kFzg9xpOU>


Lesson-Session 9 pg. 56 - Readers Check that the Words They Read Look Right and Make Sense

You could teach children that readers slow down to check that a word looks right and then reread to check that it makes sense.

Lesson-Session 10 pg. 60 - Readers Learn New Words as They Read

You will teach children that some tricky words are new words. Readers solve these tricky words by saying the word the best they can and then thinking about what the word means.

Lesson-Session 11 pg. 65 - Readers Find and Think about Key Words

You will teach students that key words can help readers think and talk about the information in their books.  Reader's Workshop-Readers Find and Think about Key Words-2/25-2/26/21
<https://www.youtube.com/watch?v=P1RNV32E-d4>

Lesson-Session 12 pg. 73 - Rereading a Page to Find the Just-Right Sound

You could teach children that readers of nonfiction reread a single page in different ways to figure out how the page should sound.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.17 pg. 149) Read with Emphasis: Infer from Context

- Strategy- If there is no special text treatment to tell you which word(s) in a sentence to emphasize, think about the context. Does it suggest emphasis? If it does, think about how where you place the emphasis impacts the meaning. If your inferred emphasis doesn't match the meaning, reread emphasizing a different word (or words).

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.18 pg. 150) Use a "This is Interesting" Voice

- Strategy- Read informational text with a "wow" tone of voice. Slow your pace. Be careful to emphasize the part of the sentence that's most interesting or surprising. Raise your voice at questions.

Part 2- Elements of Nonfiction Text- Approximately 17 Days

Standards:

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Teacher Objective: You will teach students to describe relationships among pieces of information, use text features when discussing key ideas, and to identify the reasons an author gives to support points in a text.

Added Lessons (3 Days)- Using Text Features to Describe Key Ideas

Teachers will teach students how to use text features to describe key ideas. Students practice locating text features and answering questions about the content. They will use the information to describe key ideas. Teachers should use previously used text to model how to describe key ideas.

Teaching Resources- Please review

▶ Text feature 01 - Table of contents <https://www.youtube.com/watch?v=yYVpiPK0i8Q>

▶ Text features 02 - Photograph, illustration, caption
<https://www.youtube.com/watch?v=IBQZ-o6iHek>

▶ Text feature 03 - Diagrams and labels <https://www.youtube.com/watch?v=vdYiupgsplI>

▶ Text features 04 - Map and key <https://www.youtube.com/watch?v=g3RdQhaHq2w>

▶ Text features - Bold print and glossary https://www.youtube.com/watch?v=hm-_yRy8xfY

[Determine the author's point and identify reasons the author gives.3629/work-out-together](#)

Added Lesson (2 Days)- Identify similarities and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Lesson Overview: Introduce students to two informational texts about snails and let them explore a third informational text collaboratively in order to determine how each text gave both similar and different information about snails. Note: compare illustrations and/or descriptions.

Materials:

- *Snails by Margo Gates* ▶ *Snails by Margo Gates*
- <https://www.youtube.com/watch?v=Nyz42oXpEZk>

- *Are You a Snail* by Judy Allan and Tudor Humphries

  Are You a Snail?  | Read Aloud for Kids!

https://www.youtube.com/watch?v=_H5PiUuAPv4

- *Let's Learn About Snails* by Laura Waxman

 [Read aloud] Let's look at snails | BBL | Snail facts for kids | kids reading | Snail b...

https://www.youtube.com/watch?v=Kz0_5Z20m2s

- [Topic, Main Idea, Details Activity Sheet](#)
- [Comparing Informational Texts Activity Sheet](#)

Lesson- [First grade Lesson Comparing Informational Texts | BetterLesson](#)

Added Lesson (2 Days)- Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Lesson Overview: Using *Snails* by Margo Gates, *Are You a Snail* by Judy Allan and Tudor Humphries, and *Let's Learn About Snails* by Laura Waxman to discuss how an author may arrange or structure nonfiction texts. Is the relationship of the information a sequence of events, problem and solution, description, steps in a process, cause-effect, or compare-contrast?

Note: You may choose to use the Science, Social Studies, or Health textbooks to do this lesson.

Read Aloud-Sessions 1-3

The following lessons are to be taught after the last lesson in the unit.

Read-Aloud and Shared Reading

Teachers will read and familiarize themselves with the lessons prior to teaching.

Text- *Super Storms* by Seymour Simon

You will teach students to share ideas and ask questions when discussing text.

Shared Reading- 5 Lessons

Owls by Mary R. Dunn

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

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

Lesson 1- Using Meaning and Syntax, and Visuals to Solve Tricky Words

Focus:

- Rally readers to say, “We are going to learn and get smarter about a lot of topics in this unit?”

- Draw attention to text features.
- Read and reread with fluent, expressive, rhythmic voices.

Lesson 2- Cross-Checking Sources of Information

Focus:

- Read for comprehension.
- Develop more fluency and expression

Lesson 3- Word Study

Focus:

- Study high frequency words
- Read with fluency
- Choose several phonics features

Lesson 4- Fluency

Focus:

- Read with fluency and expression.

Day 5- Putting It All Together

- Read for comprehension focusing on basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

Unit Plan Title	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)
Suggested Time Frame	Approximately 34 Days

Overview / Rationale
Students strengthen their abilities to monitor their reading and take action when they encounter problems. During this unit, readers develop efficient strategies for word solving. Children learn to maintain comprehension in longer texts. Students put it all together and read with fluency, showing off the skills they’ve developed over the course of the unit.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts 2023</p> <p>L.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.</p> <ul style="list-style-type: none"> 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). <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Distinguish long and short vowels when reading regularly spelled one-syllable words. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). G. Recognize the parts of high-frequency words that are regular and the parts that are irregular. <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. <i>Read grade-level text with purpose and understanding.</i> B. <i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i>

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.1[[.]]1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).*
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.*
- C. Ask questions to clear up any confusion about the topics and texts under discussion.*




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

SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.


Interdisciplinary Connections
<p>New Jersey Student Learning Standards for Social Studies K-2 (2020)</p> <ul style="list-style-type: none"> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 6.1.2.CivicsPR.1: Determine what makes a good rule or law. 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
<p>Interdisciplinary Connections</p> <p>Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.</p>
Career Readiness, Life Literacies, and Key Skills (2020)
<p>Civic Responsibility</p> <ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Computer Science and Design Thinking (2020)
<p>Computing Systems</p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies can readers use to identify unfamiliar words when reading? • How does recognizing patterns in words help us become better readers? • How can readers use context clues to figure out the meaning of unfamiliar words in a text? • What different strategies can we use to help us understand what we read? • What are the key details in a story? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Recognizing common letter patterns, using context clues, and applying phonics rules will help to decode unfamiliar words. • Characters are an important part of a story. • The importance of reading smoothly and with appropriate phrasing to enhance comprehension.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • Readers must always use various strategies to read and understand texts. • Illustrations can be used to help with story details, but decoding prepares readers for texts with no pictures. • Reading with fluency helps readers understand what they read. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Apply strategies they have learned to words they don't know • Use context to confirm word meaning. • Keep track of characters and other key details in a story.

Student Resources
Students read diverse books or texts from various genres.
Teacher Resources
<p><i>Units of Study for Teaching Reading</i> by Lucy Calkins, ISBN -13:978-0-325-007705-5</p> <ul style="list-style-type: none"> • <i>Unit 3: Readers Have Big Jobs to Do</i> by Lucy Calkins, Elizabeth Franco, Havilah Jespersen and Lindsay Barton www.heinemann.com <p> Checkpoints for Reading Growth 7.17.17 Copy.pdf</p> <p>Neptune Township Board of Education Approved Technology List: https://www.educationframework.com/Districts/main.aspx?districtid=30623</p> <p> Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...</p> <p> How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx</p>

The Dinosaur Chase by Hugh Price
Zelda and Ivy: The Runaways by Laura McGee Kvasnosky

[1st Grade Reading Skills No 1: How to Slow Down to Break Up Long Words to Break Reader's Workshop: Readers Use Words They Know to Solve Words They Don't Know](#)

 [6 Fun Ways To Teach Sight Words To Kids - Perfect For Kindergarten And First Grade](#)

[Making a Movie in Your Mind](#)

Stage 2 – Assessment Evidence

Formative Assessments


- Running Records
- Conference Notes
- Small Group Observations




Summative Assessment


- End of Unit Assessment

Stage 3 – Learning Plan

Instructional Guidance:

 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

- Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document-  [Checkpoints for Reading Growth 7.17.17 Copy.pdf](#) .
Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See  [Structure of A Guided Reading Lesson .pdf](#) from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template-  [Copy of F&P Guided Reading Template](#)

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo.  [How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx](#)

Getting Ready: Please read pgs. viii-xv in advance to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

■ Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

□ Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher’s Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block.***

Part 1- Readers Have Important Jobs to Do-Approximately 6 Days

Standards:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Mentor Text- *The Dinosaur Chase* by Hugh Price

Teacher Objective: Teachers will teach students that they are the boss of their own reading. Students will learn that when they encounter challenges, it is up to them to take charge and solve the problems using the strategies they are learning.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 3.1 pg. 99) Keep Your Eyes on the Words

- Strategy- When you come to an unfamiliar word, remind yourself of what you know to decode the word and blend the sounds. Try it. Keep your eyes focused on the word you're working on.

Lesson-Session 2 pg. 10 - Readers Use *Everything* They Know to Solve a Word

You will teach children that being in charge of their reading means using more than one strategy to figure out the hard parts, trying something and then something else to get the job done.

Note: The Science of Reading states that children who are struggling to read might overly rely on the pictures and illustrations in texts. Those children who have difficulty decoding texts often guess words based on the illustration and insert incorrect words into the story. Without adequate phonological awareness skills (the ability to use, discriminate, and manipulate sounds), decoding and comprehension will ultimately suffer once those illustrations aren't there anymore.

Because of this, Session 1 was skipped, so the anchor chart used in this unit incorrectly starts with *Check the picture*. If you want to use the anchor chart, Good Habits for Solving Hard Words, recreate your own, eliminating *Check the picture* or moving to the end of the list.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 3.10 pg. 108) If You Slowed to Decode, Go Back Over the Road

- When you come to an unfamiliar word, it's important you slow down to decode it using a strategy(ies) you know that will work in that instance. Then go back and reread the sentence with the word you figured out to be sure it makes sense with the rest of the words.

Lesson-Session 3 pg. 17 - Readers "Check It!" to Self-Monitor

You will teach students that after solving a tricky word, readers always do a triple-check, asking, "Does it make sense?" "Does it look right?" "Does it sound right?"

Lesson-Session 4 pg. 25 - Readers Make a Plan

You will teach students that readers reflect on strategies they use and make a plan to be the best readers they can be.

Lesson-Session 5 pg. 27 - Readers Get Help When They Need It

You will teach students that they can call on their partner to help them use strategies and check their reading, especially when it's really tough.

Part 2- Readers Add New Tools to Read Hard Words-Approximately 8 Days**Standards:**

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Mentor Text- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky

Teacher Objective- You will teach students how to describe story elements and ask and answer questions.

Lesson-Session 6 pg. 36 - Readers Think about the Story to Problem Solve Words

You will teach students to think about what is happening in the story to help them problem-solve a difficult word.

Note: In the side notes on pg. 37, it says, "In the first unit, Building Good Reading Habits, you taught children to look at the picture to search for meaning. As books become more complex, the pictures become less supportive and in some cases can actually be misleading. This session teaches students not just to think about what is happening on one page, but also to hold on to previous parts of the text, in essence summarizing to help them use meaning as a source of information." Even though you should not have taught your students to look at the picture first to search for meaning, this lesson still holds true in that students cannot look at (or summarize) one page to get the full meaning of an unknown word.

Lesson:Session 7 pg. 43 - Readers Think about What Kind of Word Would Fit

You will teach students that readers listen carefully as they read to consider what word might come next, thinking, "What kind of word would fit here?"

Lesson:Session 8 pg. 50 - Readers Slow Down to Break Up Long Words

You will remind readers to slow down to break up longer words part by part.

This video uses the actual words from the lesson.

[1st Grade Reading Skills No 1: How to Slow Down to Break Up Long Words to Break](#)

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 3.22 pg. 120) Take the Word Apart, Then Put It Back Together: Syllables

- Find the syllable breaks to read a longer word syllable by syllable. Remember there is at least one vowel in every syllable (see chart), so start by underlining (or finding) each vowel. Break the word apart keeping at least one vowel in each syllable. Pronounce each syllable. Blend them together.

Lesson-Session 9 pg. 58 - Readers Use Words They Know to Solve Words They Don't Know

You will teach students to use the strategy of analogy, solving a new word by recalling one that looks similar. This video can be used as a reference or to teach the lesson.

[Reader's Workshop: Readers Use Words They Know to Solve Words They Don't Know](#)

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 3.12 pg. 110) Apply Phonics and Word Study to Book Reading

- When you're trying to decode a word, make sure you think, "Have I seen a word like this or letter pattern like this during word study or phonics?" If so, use what you know to help you read the word.

Lesson-Session 10 pg. 66 - Readers Try Sounds Many Ways to Figure Out Words

You could teach students to be flexible in their attempts to solve words - using what they know about letter combinations and trying many ways to get the word right.

Lesson-Session 11 pg. 69 - Readers Use Sight Words to Read Fluently

You will remind students to read sight words in continuous text fluently, and to expand their repertoire of known words by rereading. Use the video as a resource for teaching sight words.

 [6 Fun Ways To Teach Sight Words To Kids - Perfect For Kindergarten And First Grade](#)

Part 3- Readers Use Tools to Understand Their Books-Approximately 7 Days

Standards:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Mentor Text- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky

Teacher Objective- You will teach students to use illustration and details when discussing a story. You will also teach students to identify similarities and differences between two literary texts.

Lesson-Session 12 pg. 76 - Readers Work to Understand, Rereading If They Don't Get It

You will teach students to monitor for meaning not only when they're solving words, but also as they read across whole parts of longer, more challenging books, checking to make sure they understand each part of what they read, and rereading when they don't get it.

Lesson-Session 13 pg. 82 - Readers Make Mind Movies to Picture What's Happening

You will teach children to envision the scene as they read, using the pictures and the words to make a movie in their mind. This teacher resource provides strategies for teaching this lesson.

[Making a Movie in Your Mind](#)

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 6.1 pg. 207) Identify Characters Using Pictures and Names

- As you read a book, remind yourself who the characters are. Look at the illustrations to see who is pictured. Look for names in the story. List (aloud or on a sticky note) the facts you know about them from the book.

Lesson-Session 14 pg. 88 - Readers Keep Track of Who's Talking as They Read

You will teach children that to really understand the story, readers need to keep track of who's talking, the dialogue, as they read.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 6.13 pg. 219) Compare Characters

- Think of two characters from within one book or from two different books that are similar. Use categories to compare them (some ideas are: traits, how they handle challenges, likes and dislikes, interests, change, lesson learned). Explain what's similar within each category and/or what's different.
 - This lesson can be broken down into two days. The first day students can compare Zelda and Ivy. The second day they can compare Zelda and Ivy to Frog and Toad.

Make sure comparisons are relevant to the details of the story and don't take readers off context.

Lesson-Session 15 pg. 91 - Readers Don't Just Read Words, They Understand Words

You will remind children how to stop and use clues in the illustrations and the text to infer the meaning of unfamiliar vocabulary, extending what they learned to do with nonfiction books to all the books they read.

Part 4- Readers Use Everything They Know to Get the Job Done-Approximately 13 Days

Standard:

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension

Mentor Texts:

Tumbleweed Stew by Susan Stevens Crummel

Frog and Toad Are Friends by Arnold Lobel

Teacher Objective: You will teach students how to read fluently.

Lesson-Session 16 pg. 100 - Readers Use Everything They Know to Get the Job Done Quickly!

You will teach students to use everything they know, drawing from their full repertoire of word-solving strategies, to tackle challenges with greater automaticity.

Lesson-Session 17 pg. 106 - Readers Investigate Ways to Make Their Reading Sound Great

You will guide students in noticing and naming what makes an audio book engaging for the listener and then apply these same strategies to improve their fluency.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 4.6 pg. 138) Find a Good Pace: Fluent, Not Fast

- Listen to yourself as you're reading, whether you're reading aloud or silently. If you're losing track of the text's meaning, slow down. Read smoothly, pausing at the punctuation, but don't rush.

Added Lesson (Lesson 4.7 pg. 139) Read in Your Head Like You Read Aloud

- When you read aloud, your pacing, phrasing, and expression all impact how you understand. When you read silently, be sure you are hearing your own (well-paced, smooth, expressive) voice in your head. If you notice you can't hear it, switch reading aloud a bit before returning to silent reading.

Lesson-Session 18 pg. 112 - Partners Work Together to Make Their Reading Sound Its Very Best

You will teach partners to give each other feedback to improve their reading fluency.

Read Aloud-Sessions 1-3

Read-Aloud and Shared Reading

You will expose students to richer literature than the books they are likely reading independently. You will use the suggested picture books or choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Text- *Frog and Toad Are Friends* by Arnold Lobel

You will teach students to share ideas and questions when discussing text.

Shared Reading- (5 Days)

Tumbleweed Stew by Susan Stevens Crummel

Standards: L.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.*

Lesson 1- Warm-up and Book Introduction

Focus:

- Rally readers to be the boss of their reading, building on the goal of the unit.
- Coach students through the process of efficiently trying multiple strategies.
- Remind students of word-solving skills they've been learning all year, and provide practice with the new skills they are building in this unit.

Lesson 2- Cross-Checking Sources of Information

Focus:

- Orchestrate multiple sources of information to solve unknown words.
- Check to see that the reading makes sense, sounds right, and looks right.
- Practice using word-solving and word-checking strategies.
- Read for comprehension.
- Develop more fluency.

Lesson 3- Word Solving

Focus:

- Build a sight word vocabulary.
- Study phonics.
- Grow new vocabulary.
- Connect what we know about words to our reading.

- Reread texts with more word automaticity and fluency.

Lesson 4- Fluency

Focus:

- Read with fluency (appropriate pacing, parsing, and prosody).
- Draw attention to different types of punctuation.
- Read for meaning.

Day 5- Putting It All Together

- Read for comprehension focusing on basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

Unit Plan Title	Meeting Characters and Learning Lessons: A Study of Story Elements (Unit 4)
Suggested Time Frame	Approximately 34 Days

Overview / Rationale
<p>This unit invites readers to track the events of the story - paying attention to the shifts in setting, using pictures and words to keep track of the story events and “keep up” with the characters. Students study characters, helping them learn all they can about the main and secondary characters and to grow ideas about how they feel, as well as what they might be saying or thinking. Students pull the life lessons from their stories. Students recommend favorite books to others, passing along those life lessons.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts 2023</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</p> <p>RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.</p> <p>RL.PP.1.5. Identify who is telling the story at various points in a text.</p> <p>RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><i>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</i></p> <p><i>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</i></p>

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

Computing Systems

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Essential Questions: <ul style="list-style-type: none"> • How do readers retell a story? • How do readers make good predictions as they read? • How do readers become the characters? • How do readers identify the life lesson in the story? • How do readers keep track of the story elements? 	Enduring Understandings: <i>Students will be able to understand:</i> <ul style="list-style-type: none"> • All stories have story elements. • Authors write stories about characters who have problems like them. • Readers can walk in the character's shoes or become the character. • Characters in all stories, like people, can learn the same life lessons.
Knowledge: <i>Students will know:</i> <ul style="list-style-type: none"> • Readers reread stories for understanding. • Readers retell stories by explaining the characters, setting, and the main events. • Stories revolve around a main character who learns a lesson over time. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Retell a story. • Make predictions based on the story elements. • Analyze characters and become them. • Identify life lessons in stories. • Compare story elements and themes. • Make book recommendations.

Student Resources

Students read diverse books or texts from various genres.

Teacher Resources

Units of Study for Teaching Reading by Lucy Calkins, ISBN-13: 978-0-325-07702-2

- *Unit 4: Grade 1 Meeting Characters and Learning Lessons: A Study of Story Elements* by Lucy Calkins and Elizabeth Dunford Franco


www.heinemann.com

<https://readingandwritingproject.org/>

 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

[Summarizing vs. Retelling](#)

[How to Retell a Story](#)

[First Graders Share Their Favorite Books](#)

Stage 2 – Assessment Evidence

Formative Assessments


- DRA (Developmental Reading Assessment)
- Running Records
- Conference Notes
- Small Group Observations
- Engagement Inventory
- Reading Interest Survey




Summative Assessment


- End of Unit Assessment

Stage 3 – Learning Plan

Instructional Guidance:

 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

- Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document-  Checkpoints for Reading Growth 7.17.17 Copy.pdf .
Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See
 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template-  Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo.  How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready: Please read pgs. viii-xv in advance to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review

the “Checkpoints” document to ensure the appropriate level text is being used.

■ Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

□ Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher’s Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block.***

Part 1-Going on Reading Adventures-Approximately 6 Days

Standards:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Mentor Text: Iris and Walter and the Field Trip by Elissa Haden Guest

Teacher Objective: Teachers will teach students how to keep up with the characters and details of the story so that they can make predictions as well as retell the main events in the story. Students will learn to expect a new adventure with each story they read and to look for life lessons they learn with the characters.

Lesson-Session 1 pg. 2 - Readers Preview Stories to Get Ready for Reading Adventures

You will remind children to take a sneak peek before they read to get ready for each new reading adventure.

Lesson-Session 2 pg. 10 - Readers Use the Storyline to Predict

You will teach children to use what is happening in the story to predict what will come next.

Lesson-Session 3 pg. 16 - Readers Retell to Retain the Story

You will encourage children to mark important parts in their books to retell and retain the story. This teacher resource explains the difference between a retell and a summary.

[Summarizing vs. Retelling](#)

This video can be used to show students how to retell a story.

[Retell a Story](#)

Lesson-Session 4 pg. 22 - Readers Revisit Books to Notice More

You will remind children of the importance of rereading, teaching them to reread to notice new details in their stories.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 5.1 pg. 165) Touch, Look, Retell

- When you finish reading a book and want to go back to retell, you can touch the first page where something important happened, look at any pictures on the page, and tell what happened. Then turn until you find a page with another important event: touch, look, retell. Keep going through the entire book.

Lesson-Session 5 pg. 28 - Readers Reread to Notice Pages that Go Together

You could teach children that when readers reread, they might notice patterns in the important events.

Part 2-Studying Characters in Books-Approximately 11 Days

Standards:

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Mentor Text: *Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant & Arthur Howard

Teacher Objective: You will teach students how to describe story elements, identify who is telling the story, and to use illustrations and details when discussing a story.

Lesson-Session 6 pg. 32 - Learning about the Main Character

You will remind students that characters are the most important ingredient in any story, and that when readers go on reading adventures, they pay attention to details to learn all they can about the characters they meet along the way.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 6.1 pg. 207) Identify Characters Using Pictures and Names

- As you read a book, remind yourself who the characters are. Look at the illustrations to see who is pictured. Look for the names in the story. List (aloud or on a sticky note) the facts you know about them from the book.

Lesson-Session 7 pg. 38 - Readers Learn about Characters by Noticing Their Relationships

You will teach children that to get to know a character better, it helps to pay attention to the relationships in the story.

Lesson-Session 8 pg. 45 - Rereading to Learn More about Characters

You will teach children that readers reread not only to see new things about the story, but to learn more about the characters as well.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 6.6 pg. 212) Put On the Character's Face

- Pay close attention to the picture. Look at the expression on the character's face. Make the face yourself. Think, "How is the character feeling?"

Added Lesson (Lesson 6.5 pg. 210) Think About How the Character is Feeling

- Imagine yourself to be in the same situation as the character, or remember a time when you were. Think about how you felt or would feel. Then, use a word to describe that feeling.

Lesson-Session 9 pg. 51 - Readers Become the Character

You could teach children that when they get to know a character really well, they don't just follow the character and should like the character. They become the character.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo**Added Lesson (Lesson 6.3 pg. 209) Role-Play to Understand Characters**

- With a partner, choose a scene. Act out the scene as if you are the characters (or use puppets). Try to talk in the voice of the character and move like the character would move. When you finish acting out the scene, stop and talk about the characters.

Lesson-Session 10 pg. 54 - Characters' Feelings Change, and So Do Readers' Voices

You will teach children that readers can expect that a character's feelings will change across the story and that they'll need to adapt their reading voices to show these changes.

Lesson-Session 11 pg. 61 - Clues Help Readers Know How to Read a Story

You will teach children that authors leave clues in their stories that help readers know how to read so they can bring the characters to life.

Lesson-Session 12 pg. 67 - Readers Reread to Smooth out Their Voices and Show Big Feelings You could remind children that readers reread to see new details and to learn more about the characters, but they also reread to make their voices smooth and to show the characters' big feelings.

Part 3-Learning Important Lessons-Approximately 7 Days**Standards:**

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Teacher Objective: You will teach students how to identify the central message.

Mentor Texts: Gather a collection of familiar books (if possible) prior to teaching Part 3. See the Getting Ready section in each Session. Students will be comparing and categorizing texts. Choose titles for this work.

Lesson-Session 13 pg. 70 - Discovering the Lessons Familiar Stories Teach

You will teach children to notice the lessons in their books by paying attention to what the character learns when a problem gets solved.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 7.2 pg. 240) Give Advice to the Character

- Notice when a character acts in a way that surprises or worries you. Think, “Should they be doing that? What have I learned in my life that they could learn?” Give advice to the character by saying, “You should/shouldn’t ____ because ____.”

Added Lesson (Lesson 7.4 pg. 242) Learn from Character Changes

- Pause in a place where the character’s feelings or traits change. Notice what causes the character to change. Think, “What did they learn in that moment of change?”

Lesson-Session 14 pg. 77 - Readers Always Keep Life Lessons in Mind

You will teach children that readers think about life lessons all the time even before they start a new book and they use those thoughts to read differently, thinking right from the start about what lesson the book might teach.

Lesson-Session 15 pg. 83 - Readers Make Comparisons

You will teach children that readers compare and contrast books by asking, “What’s the same? What’s different?”

Lesson-Session 16 pg. 89 - Readers Group Books by the Lessons They Teach

You will teach children that as readers compare books, they think about categories and begin to group stories that teach similar lessons.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 7.8 pg. 246) Connect Texts to Texts to Find Lessons

- Remember the stories you’ve read and what lessons you learned from reading them. Think about the story you’re reading now. Do any of the lessons from the other books apply to this one?
-

Part 4-Growing Opinions About Books-Approximately 10 Days**Standard:**

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Lesson-Session 17 pg. 96 - Readers Share Their Opinions about Books

You will teach children that readers who know books well have strong opinions. And readers don’t keep those opinions to themselves.

This video can be shown to students as examples of recommendations.

[First Graders Share Their Favorite Books](#)

Lesson- Session 18 pg. 102 - Readers Rehearse What They Will Say

You could teach children that rehearsing is an important part of giving a book recommendation. Rehearsing makes their speaking voices smoother.

Note: This can be a 2-day lesson. Students rehearse and finalize recommendations. Students share recommendations.

Read Aloud-Sessions 1-2

Read-Aloud and Shared Reading

You will expose students to richer literature than the books they are likely reading independently. You will use the suggested picture books or choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Text- *Upstairs Mouse, Downstairs Mouse* by Wong Herbert Yee

You will teach students to share ideas and questions when discussing text.

Shared Reading- (5 Days)

George and Martha One More Time by James Marshall

Standards: L.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.*

Lesson 1- Warm-up and Book Introduction

Focus:

- Reading for comprehension (learning about the characters).
- Using strategies to solve tricky words or new vocabulary.

Lesson 2- Cross-Checking Sources of Information

Focus:

- Reading for comprehension.
- Rereading to learn more about the characters.
- Checking that what we read makes sense, sounds right, and looks right.

Lesson 3- Word Solving

Focus:

- Studying phonics.
- Growing new vocabulary.
- Connecting what we know about words to our reading.

- Rereading texts with more word automaticity and fluency.

Lesson 4- Fluency

Focus:

- Reading with a focus on fluency:maintaining rate, prosody, and expression.
- Drawing attention to different types of end punctuation marks.
- Reading for meaning.

Day 5- Putting It All Together

- Using everything you've learned this week.

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753

An Affirmative Action Equal Opportunity Employer

2024