



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Student Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

	Reading Workshop
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	First Grade
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	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
	<p><i>Schoolwide: Reading Fundamentals</i> for first grade is designed to introduce what it means to be a part of a reading community through the use of reading workshop structure. Teachers will model reading behaviors through an Interactive Read-Aloud as a whole group lesson. Mini-lessons will provide explicit instruction of skills and strategies in a whole group setting. Students will engage in turn and talk with partners to apply new skills and strategies and to reflect on what they have learned. In order to transfer these skills students will have time daily to read independently with teacher support through conferring. During this time students will take ownership of their learning by setting goals, selecting appropriate texts, and participating in conversations to show understanding of texts. Small group lessons will be taught based on specific needs of students. Close Reading will be used to allow for deeper dives into smaller texts each marking period. Along with the reading strategies, students will also be explicitly taught new vocabulary terms.</p> <p>Unit One will be a Launching unit to establish reading behaviors and routines. Upon completion of the launching unit students will participate in a Fiction Unit, Nonfiction Unit, and finally a Series Books Unit.</p>					
	<p>Standards Based Assessment: Students will be assessed for their understanding, application, and transference of reading skills throughout each unit through individual reading conferences, observation of “turn-and-talk” and reading behaviors during independent reading time.</p>					

	<p><i>Schoolwide Reading Fundamentals Units of Study:</i></p> <p>Revised Teacher Manual: Inclusion of</p> <ul style="list-style-type: none"> • “Close Reads (student and teacher copy)” • Anchor charts • Vocabulary terms and student journals • Accountable Talking stems • Formative assessment checklists/goal sheets (reflective of standards) • <p>Independent Reading/ Coached IDR Guidelines</p> <p>Teacher Toolkit:</p> <p>Outlining “normed” strategies for the teaching of reading across units— • Independent Reading/Coached IDR Structure</p>
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	<ul style="list-style-type: none"> • Story Retell Organizers (Fiction and Nonfiction) • Accountable Talking Stems • Close Reads <p>Independent Reading Libraries</p> <ul style="list-style-type: none"> • Texts of varied guided reading levels for independent reading times <p>Small Group Reading Texts</p> <ul style="list-style-type: none"> • Sets of Leveled texts for small group instruction <p>Leveled Series Texts</p> <ul style="list-style-type: none"> • Series books at various levels for independent reading
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Teaching

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Written: **August 2016**

Revised: **August 2024**

BOE Approval:

Unit Title: Launching

Unit Description: The launching unit is designed to have teachers model positive reading behaviors and routines for students to establish a strong reading workshop through the use of “Interactive Read-Alouds”. During this unit teachers will model how to actively listen, think about what they are reading/hearing, and engage in discussions. Teachers will utilize Interactive Read-Alouds, Mini lesson, Close Reads, Small Group Instruction, and Coached Independent Reading to instill a strong understanding of reading behaviors and components of readers workshop all while creating a love for learning and specifically reading. Students will carry these strategies from the whole group shared reading lesson into their own independent reading time in which they will confer with the classroom teacher.

Unit Duration: 19 Sessions (Some sessions will require multiple days)

Desired Results

Primary Standards:

IRA= Interactive Read-Aloud

ML= Mini-lesson

CR= Close Read

RL.CR.1.1. *Ask and answer questions about key details in a **literary** text (e.g., who, what, where, when, why, how).* (Focus lessons: IRA 1, IRA 4, IRA 6, IRA 7, IRA9, CR)

RI 1.1: *Ask and answer questions about key details in a nonfiction text.* (Focus lessons: IRA 1, IRA 5, ML 4)

RL.CI.1.2. *Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).* (Focus lessons: IRA 6, IRA 7, IRA 9)

RI.CI.1.2. *Determine main topic and retell a series of key details in informational texts (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.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 story line, chronology of events, interprets illustrations)** while drawing on a wide reading of a range of text types.* (Focus lessons: IRA 1, IRA 2, ML 2, ML 6)

Reinforced 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.*

RL.1.10: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

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.**

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

Indicators:

- Students will develop an understanding of themselves as readers (i.e. learn to self-select texts, self-monitor, and set goals for themselves as readers).
- Students will learn expectations and routines for participating in a reading workshop by following rules and engaging in conversations about texts.
- Students will recognize the similarities and differences among genres and sub-genres, including fiction, poetry, and nonfiction and spend time reading a variety of these genres.
- Students will learn to ask and answer questions to show an understanding of key details in a text.
- Students will identify and use various text features and structures to locate and understand key information in a text.

Understandings:

Students will understand that...

- Good readers listen carefully, share ideas, learn new words, and link reading to their own lives.
- There are a variety of text types and that the genre helps the reader understand how to read that type of text.
- Good readers use strategies to make meaning of text.
 - Good readers can share ideas and make connections to stories read or heard.

Essential Questions:

- How can we become a positive reading community?
- How can we engage in active listening, reading, and conversations to show a deep understanding of a text?
- How can we transfer learned skills to independent reading time?

Assessment Evidence

Performance Tasks:

Daily Tasks:

- Students respond to reading by:
 - engaging in partner “turn-and-talk”
 - use of “talking stems”
 - Retelling of texts using “five finger strategy”

Performance Tasks:

- DRA Assessment
- Running Records

Other Evidence:

- Individual and small group conferring and record keeping in response to independent or small group reading (i.e. comprehension checklists and running records)

Benchmarks:

- DRA to determine Independent Reading Level
- iReady Assessment

Learning Activities:

Throughout the unit, Readers will...

Participate in teacher led

- Interactive Read Alouds (IRA)—Serve to model expected reading behaviors. This may include (but is not limited to): thinking aloud, stopping to retell, making connections, inferring, holding conversations, and/or predicting.
- *Mini-Lesson* (ML) – A brief (10-15 minute) lesson where an explicit skill is taught and is responsive to student needs. This is teacher directed time where the teacher demonstrates a skill and/or strategy and provides a gradual release to ensure understanding through guided practice and lastly, independent practice (“I do, we do, you do”).
- *Close Read* (CR) – A time when a student is exposed to a short, complex text (often a short poem or a few lines from a larger text) for the purpose of analysis and/or discovery (i.e. attention to patterns, craft, word choice, details, etc.) to better understand the meaning and purpose.
- *Small Group Instruction* (SGI) – A time when small groups (2-6 students) are pulled to work with the teacher. These groups can be leveled groups or strategy groups and should be directly related to student needs and reading goals.

Participate in Independent Reading

- *Coached Independent Reading* (CIDR)- A time when students are working independently to read from a pre-selected set of 7-10 books at the child’s individual independent reading level. Students will work to build reading stamina and reading independence.
- Introduced in IRA 4

Establish routines and structures for a positive reading community

- Create anchor chart showing what “good readers do”

- Review Reading Workshop Checklist.
- Introduce expectations for independent reading time
- Provide reading mat for students that need additional support
- Model how to select “Just-Right Books”
- As in: IRA 1, IRA 2, IRA 3, IRA 5, CR 1, , ML 2, ML 5, ML 6

Hold meaningful conversations with peer through “turn-and-talk”

- Model what good partner “turn-and-talk” looks like
- Discuss what good readers do utilizing “turn-and-talk”
- Discuss what reading workshop is, and is not:
- What do students need to do for it to be successful?
- Review Reading Workshop Checklist.
- Model making connections to a text; allow students to discuss
- Introduce Talking Stems Anchor Chart
 - “Can you tell me more about”
 - “I have a question about”
 - “This means that”
 - “This is important because”
- As in IRA 1, IRA 2, IRA 3, IRA 5, IRA 6, IRA 7, IRA 12, ML 1, ML 2, ML 4, ML, ML 5, ML 6, CR 1

Retell Stories utilizing Story Map

- Model retelling using a first-grade story map
- Create an anchor chart as visual representation; provide hand-held versions as needed •
- Students will give oral retellings with a partner using a story map
- As in IRA 6, IRA 7, IRA 10

Build Vocabulary

- New vocabulary words will be given for each mentor text.
- Vocabulary words will be discussed in whole group as well as with partners to determine meaning
- Words will be displayed in the classroom for repeated exposure.
- Words will be added to the student journal, definition will be provided, students will add pictures to show meaning.
- As in IRA 1, IRA 3, IRA 4, IRA 5, IRA 6 , IRA 7, IRA 12 CR 1

Resources: Schoolwide: Reading Fundamentals Launching Unit Grade 1 with district revisions, District “Normed Tool Kit, Anchor charts including “What Good Readers Do”, Mentor Texts as listed on page 19-20 of Teacher’s Manual, Close Read Passage Cornflake Leaves, student vocabulary journal, student selected independent reading books, guided reading books/materials.

Unit Modifications for Special Population Students

Advanced Learners	<p>During whole group Interactive Read Aloud and Mini Lessons: • Allow students to add additional vocabulary terms based on interest and need.</p> <ul style="list-style-type: none"> • In lesson 1 Provide students with their own copy of “what good readers do” to allow them to provide their own answers via text or picture representation • In lesson 2 have a basket with a variety of texts and allow advanced learners an opportunity to identify the text types • During lesson 5 offer opportunity for advanced students to read from accountable talking stems prior to reading to the class • In lesson 6 rather than have students give an oral retelling allow students to give a retelling using written text and/or pictures
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	<ul style="list-style-type: none"> • After lesson 7 provide students with their own graphic organizer to complete independently • As an extension to lesson 10, offer advanced learners additional poems to read • Encourage students that are able to complete “Say it with a picture” after mini lesson 1 • After mini lesson 2 ask students to identify books representing each of the genres that they are reading • After mini lesson 5 have students set goals for independent reading and plan method for tracking progress <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Allow students to take AR quizzes • Check in with ELEMEnTS teacher to determine if student is eligible for support outside of the classroom • Provide small group instruction with skills and texts that meet the needs of each individual • Add elaboration stems to partner response • Ask students to give responses to texts read via the SeeSaw app: – Find connection and take a picture and record your connection – Share favorite part of the story and explain why – Share most important part of the text and explain why – Record review of book to share with a classmate <p>During Coached IDR:</p> <ul style="list-style-type: none"> • After mini lesson 1 allow students time to self-select “just-right” books for independent reading time • Ask students to have books from a variety of genres in their independent reading baskets • Have students track books read during IDR by adding a post-it note to cover and adding a tally for each time they complete the book • Ask students to identify the genre of each book and require evidence of how they know the genre • Have students add new words from their IDR books to their vocabulary
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	journals
Struggling Learners	<p>During whole group Interactive Read Aloud and Mini Lessons:</p> <ul style="list-style-type: none"> • When adding vocabulary terms to journal offer a picture that represents the meaning along with definition • Take time to activate background knowledge about a topic • Provide hand-held version of accountable talk stem with picture clues • In lesson 2 have a basket with a variety of texts labeled with text types to practice identifying • During lesson 5 offer to point to each word as you read from accountable talking stems • After lesson 6 meet with student during Coached IDR to model and allow for student practice of retelling using a story map • Have student give retelling with a well-known story to practice the skill • After mini lesson 5 have students set goals for independent reading by drawing picture representing themselves reading • Provide method for students to track their own reading • After mini lesson 6 provide student with books of each genre, that have clear labels to practice identifying <p>During Small Group Instruction and Literacy Centers:</p>

	<ul style="list-style-type: none"> • Provide small group instruction with skills and texts that meet the needs of each individual • Provide additional time with skills needed: • Practice sight words and high-frequency words each morning upon arrival • Drill Foundations sound cards • Provide fluency phrases that can be practiced daily • Provide reteaching as needed <p>During Coached IDR:</p> <ul style="list-style-type: none"> • Utilize Get EPIC reading app to have student listen to and view text of stories • Provide hand-held version of story map that has picture cues with words • After mini lesson 1 model how, each student should self-select “just right” books for independent reading time • Provide students with “Reading Mat” to help structure their independent reading time • Ensure to check in with student every day during Coached IDR
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<p>English Language Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons: Give extended wait time and or provide student with question prior to anticipating an answer Allow student to select a partner that they are comfortable working with for turn-and-talk conversations Offer triads for turn and talk conversations Provide specific language frames for turn and talk conversations Offer anchor charts that have both texts and visuals representation of text Provide picture, video, audio to provide schema When adding vocabulary terms to journal offer a picture that represents the meaning along with definition Provide hand-held version of accountable talk stem with picture clues In lesson 1 Provide students with their own copy of “what good readers do” visual representations After lesson 6 meet with student during Coached IDR to model and allow for student practice of retelling using a hand-held story map that has picture representations After mini lesson 5 have students set goals for independent reading by drawing picture representing themselves reading Provide method for students to track their own reading After mini lesson 6 provide student with books of each genre, that have clear labels to practice identifying</p> <p>During Small Group Instruction and Literacy Centers: Provide a print rich environment that offers texts and visuals representing a variety of culture Provide vocabulary words and pictures for words in a text that may be unknown Provide small group instruction with skills and texts that meet the needs of each individual</p> <p>During Coached IDR: Utilize Get EPIC reading app to have student listen to and view text of stories Provide hand-held version of story map that has picture cues with words Ensure students have books in their independent reading baskets that will offer exposure to a variety of texts</p>
	<p>Students should have books that offer texts and pictures to help support comprehension Consider offering translation tools</p>

Special Needs Learners	<ul style="list-style-type: none"> • It is essential that the entire IEP is thoroughly read to ensure understanding of needed modifications • Work with resource and or co-teacher to develop plan to support student • Be aware of any modifications required by 504 plan <p>During whole group Interactive Read Aloud and Mini Lessons: • When adding vocabulary terms to journal offer a picture that represents the meaning along with definition</p> <ul style="list-style-type: none"> • Provide hand-held version of accountable talk stem with picture clues • Use “Fish bowl” as a frequent demonstration for holding conversations and turn and talks. Consider recording these so students can go back and refer to it often and when necessary. • During lesson 5 offer students hand-held set of talking stems • After lesson 6 meet with student during Coached IDR to model and allow for student practice of retelling using a hand-held story map that has picture representations • After mini lesson 5 have students set goals for independent reading through oral discussion, drawing picture, or teacher directed as appropriate for each child • Provide method for students to track their own reading • After mini lesson 6 provide student with books of each genre, that have clear labels <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Provide small group instruction with skills and texts that meet the needs of each individual • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings. <p>During Coached IDR:</p> <ul style="list-style-type: none"> • After mini lesson 1 model how, each student should self-select “just right” books for independent reading time • During independent reading time utilize Get EPIC reading app to have student listen to and view text of stories • Provide hand-held version of story map that has picture cues with words • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Indicators:**Writing Standards:**

- *Through guided practice students will develop writing skills necessary for responding to comprehension questions and story maps related to texts read.*

W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Speaking and Listening Standards:

- *Through turn and talk and small group discussions students will improve two-way communication with peers and adults.*

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

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

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

Language Standards:

- *Students will build language through listening to and reading stories to increase vocabulary.*

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.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to

texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Social Studies Standards:

- *Through partner talks and small group discussions students will develop skills necessary to be a positive member of a learning community.*

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom

routines. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of 21 Century Skills

Indicators:

- *Through the use of classroom iPads students will connect with a larger community to practice and share literacy skills through apps such as but not limited to Spelling City, SeeSaw, and Get EPIC.*

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

- *In the teaching of rules and procedures, students will learn the use of resources as tools to reading.*

9.1.4.G.1: Describe how valuable items might be damaged or lost and ways to protect them.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.AC-DES.2: Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *Reading workshop is a researched based practice to support the learning of reading to a variety of students.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

Resources can be used throughout small group, strategy group, and conferring to support individual student needs; teaching students where they are according to their independent reading levels and needs will enable success in all learners and at various levels.

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

Unit Title: Fiction**Unit Description:**

Students will be exposed to a variety of fiction stories including fantasy, magical, tradition, historical and realistic through this unit of study. By reading and studying different types of fiction students will develop an understanding of the various forms, features, and purposes of fiction. Teachers will utilize Interactive Read Alouds, Mini-lesson, Close Reads, small group instruction, and Coached Independent Reading to develop an understanding of the features and purpose of fiction stories. Students will also learn and apply reading skills such as visualization, inferring, and identifying authors message to develop a deep understanding of the stories that they are reading. Students will use this knowledge to apply reading skills and strategies to help them engage with fiction stories.

Unit Duration: 21 Sessions (Some sessions will require multiple days)

Desired Results

Primary Standards:

IRA= Interactive Read-Aloud

ML= Mini-lesson

CR= Close Read

RL 1.9: Compare and contrast the adventures and experiences of characters in stories. (As in: IRA 3, IRA 5, IRA 7, ML 6, CR 1, CR 2)

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (As in: IRA 4, IRA 8, ML 2, ML 5, ML 6, CR 2)

RL.PP.1.5. Identify who is telling the story at various points in a text. (As in: IRA 2, IRA 6, ML 5)

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. (As in: IRA 1, IRA 2, IRA 4, IRA 4, IRA 6, ML 7)

Reinforced Standards:

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

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

RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

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

Indicators:

- Students will recognize and explain the difference between fiction stories (fantasy, realistic fiction, traditional tales).
- Students will identify story elements and structure of fiction stories (characters, setting, problem, solution, beginning, middle, end).
- Students will retell familiar stories using a five finger strategy.
- Students will learn to ask and answer questions to show an understanding of key details in a text. • Students will use personal schema and text evidence to make predictions, connections, and infer character traits.
- Students will identify big ideas and supporting details within a text.

Understandings:

Students will understand that...

- Knowing the story elements of a genre can help determine how a story is to be read. • Good readers use strategies before, during, and after reading to aid in comprehension. • Good readers use text and illustrations to describe characters, setting, and events. • Good readers compare and contrast stories to deepen their understanding of a story.

Essential Questions:

- How does knowing the structure of a genre help in making meaning of a text (beginning, middle, end)? • How does retelling help make meaning of a text? • How can we self-monitor during independent reading to read with fluency and build comprehension? • How can we transfer learned skills to independent reading time?

Assessment Evidence**Performance Tasks:**

Daily Tasks:

- Students respond to reading by:
 - actively listening to teacher reading
 - engaging in partner “turn-and-talk”
 - use of “talking stems”
 - giving retelling using “five finger strategy”
 - make personal connections to stories read/heard

Performance Tasks:

- DRA Assessment
- Running Records

Other Evidence:

Individual and small group conferring and record keeping in response to independent or small group reading (i.e. comprehension checklists and running records)

Benchmarks:

- DRA to determine Independent Reading Level
- iReady Assessment
- AR Quizzes

Learning Activities:

Throughout the unit, Readers will...

Participate in teacher led

- *Interactive Read Alouds (IRA)*—Serve to model expected reading behaviors. This may include (but is not limited to): thinking aloud, stopping to retell, making connections, inferring, holding conversations, and/or predicting.
- *Mini-Lesson (ML)* – A brief (10-15 minute) lesson where an explicit skill is taught and is responsive to student needs. This is teacher directed time where the teacher demonstrates a skill and/or strategy and provides a gradual release to ensure understanding through guided practice and lastly, independent practice (“I do, we do, you do”).
- *Close Read (CR)* – A time when a student is exposed to a short, complex text (often a short poem or a few lines from a larger text) for the purpose of analysis and/or discovery (i.e. attention to patterns, craft, word choice, details, etc.) to better understand the meaning and purpose.
- *Small Group Instruction (SGI)* – A time when small groups (2-6 students) are pulled to work with the teacher. These groups can be ability groups or strategy groups and should be directly related to student needs.

Differentiate between text types

- Engage in oral discussion about text types and features of each (fantasy fiction, realistic fiction, traditional tale, poetry)
- Create interactive anchor chart for visual reminder
- Use Venn Diagram to compare and contrast stories
- As in: IRA 1, IRA 2, IRA 3, IRA 5, CR 1, ML 10, CR 1, CR 2

Hold meaningful conversations with peer through “turn-and-talk”-

- Determine characters, setting, and major events.
- Determine who is speaking at various points in a text
- Discuss what elements you may see in a fable
- Discuss feelings brought on by words or phrases
 - “How was the boy feeling at the end?”

- “How does the mood of the neighborhood change?”
- Introduce Talking Stems
 - “The picture shows”
 - “The author wrote”
- As in IRA 1, IRA 2, IRA 3, IRA 6, IRA 8, ML 2, ML 5, ML 6, ML 7, ML 10 CR 1, CR 2

Retell Stories-

- Students will give oral retellings with a partner using a story map
- Students will give retellings via SeeSaw app to show understanding of story read independently
- As in IRA 2, IRA 4, IRA 5, IRA 7, ML 7, ML 10

Build Vocabulary-

- New vocabulary words will be given for each mentor text.
- Vocabulary words will be discussed in whole group as well as with partners to determine meaning
- Words will be displayed in the classroom for repeated exposure.
- Words will be added to the student journal, definition will be provided, students will add pictures to show meaning.
- As in IRA 1, IRA 3, IRA 4, IRA 5, IRA 6 , IRA 8, CR 1, CR 2

Participate in Independent Reading-

- *Coached Independent Reading (CIDR)* – A time when students are working independently to read from a pre-selected set of 7-10 books at the child’s individual independent reading level. Students will work to build reading stamina and reading independence.

Resources: *Schoolwide:* *Reading Fundamentals Fiction* Unit Grade 1 with district revisions, District “*Normed Tool Kit*, Anchor charts including “Text Type Anchor Chart”, Mentor Texts as listed on page 16-18 of Teacher’s Manual, Close Read Passage *Cat Kisses*, Close Read Passage *Snail’s Pace*, student vocabulary journal, student selected independent reading books, guided reading books/materials.

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons: • Allow students to add additional vocabulary terms based on interest and need.</p> <ul style="list-style-type: none"> • After lesson 1 provide students with a Venn diagram that they can complete showing the similarities and differences between fiction and nonfiction • During lesson 5 allow students time to complete Venn Diagram independently • During lesson 6 ask students to complete character charts using characters from their independent reading books <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Follow iReady Learning Path <p>Allow students to take AR quizzes</p> <ul style="list-style-type: none"> • Check in with ELEMEnTS teacher to determine if student is eligible for support outside of the classroom • Provide small group instruction with skills and texts that meet the needs of each individual • Add elaboration stems to partner response • Ask students to give responses to texts read via the SeeSaw app: – Find connection and take a picture and record your connection – Share favorite part of the story and explain why – Share most important part of the text and explain why – Record review of book to share with a classmate
	<p>During Coached IDR:</p> <ul style="list-style-type: none"> • Allow students time to self-select “just-right” books for independent reading time • Ask students to have books from a variety of genres in their independent reading baskets • Have students track books read during IDR by adding a post-it note to cover and adding a tally for each time they complete the book • Ask students to identify the genre of each book and require evidence of how they know the genre • Have students add new words from their IDR books to their vocabulary journals

<p>Struggling Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons: • When adding vocabulary terms to journal offer a picture that represents the meaning along with definition</p> <ul style="list-style-type: none"> • Take time to activate background knowledge about a topic before lessons • Provide hand-held version of accountable talk stem with picture clues • Add pictures to text-type anchor chart to help students understand the words • During IRA 2 provide popsicle sticks with character pictures and narrator to help students show who is speaking at each point of the story. • During IRA 5 provide student with a Venn Diagram that has sentence frames so that they only need to fill in important words • During IRA 6 provide students with a set of words that can be used to describe the character • Have student give retelling with a well-known story to practice the skill <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Provide small group instruction with skills and texts that meet the needs of each individual • Provide reteaching as needed • Provide additional time with skills needed: <ul style="list-style-type: none"> – Practice site words and high-frequency words each morning upon arrival – Drill Foundations sound cards – Provide fluency phrases that can be practiced daily – Utilize apps that increase literacy skills <p>During Coached IDR:</p> <ul style="list-style-type: none"> • During independent reading time utilize Get EPIC reading app to have student listen to and view text of stories • Provide hand-held version of story map that has picture cues with words • Have a variety of fiction texts in independent reading basket to increase exposure to the genre • Ensure to check in with student every day during Coached IDR
<p>English Language Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons: • Give extended wait time and or provide student with question prior to anticipating an answer</p> <ul style="list-style-type: none"> • Add pictures to text-type anchor chart to help students understand the words • Allow student to select a partner that they are comfortable working with for turn-and-talk conversations

- Offer anchor charts that have both texts and visuals representation of text
- During IRA 2 provide popsicle sticks with character pictures and narrator to help students show who is speaking at each point of the story.
- During IRA 5 provide student with a Venn Diagram that has sentence frames so that they only need to fill in important words
- During IRA 6 provide students with a set of words that can be used to describe the character
- When adding vocabulary terms to journal offer a picture that represents the meaning along with definition
- Provide hand-held version of accountable talk stem with picture clues

During Small Group Instruction and Literacy Centers:

- Give extended wait time and or provide student with question prior to anticipating an answer
- Provide picture, video, audio to provide schema prior to reading a story
- Provide a print rich environment that offers texts and visuals representing a variety of cultures
- Provide vocabulary words and pictures for words in a text that may be unknown

During Coached IDR:

- Give extended wait time and or provide student with question prior to anticipating an answer
- Provide picture, video, audio to provide schema prior to reading a story
- Utilize Get EPIC reading app to have student listen to and view text of stories
- Provide hand-held version of story map that has picture cues with words
- Provide small group instruction with skills and texts that meet the needs of each individual
- Ensure students have books in their independent reading baskets that will offer exposure to a variety of texts
- Students should have books that offer texts and pictures to help support comprehension

Special Needs Learners	<ul style="list-style-type: none"> • Be sure to read entire IEP to ensure understanding of needed modifications • Work with resource and or co-teacher to develop plan to support student • Be aware of any modifications required by 504 plan <p>During whole group Interactive Read Aloud and Mini Lessons:</p> <ul style="list-style-type: none"> • When adding vocabulary terms to journal offer a picture that represents the meaning along with definition • Provide hand-held version of accountable talk stem with picture clues • Add pictures to text-type anchor chart to help students understand the words • During IRA 2 provide popsicle sticks with character pictures and narrator to help students show who is speaking at each point of the story. • During IRA 5 provide student with a Venn Diagram that has sentence frames so that they only need to fill in important words • During IRA 6 provide students with a set of words that can be used to describe the character
	<ul style="list-style-type: none"> • After mini lesson 1 model how, each student should self-select “just right” books for independent reading time • Use “Fish bowl” as a frequent demonstration for holding conversations and turn and talks. Consider recording these so students can go back and refer to it often and when necessary. <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Provide small group instruction with skills and texts that meet the needs of each individual • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings. <p>During Coached IDR:</p> <ul style="list-style-type: none"> • Utilize Get EPIC reading app to have student listen to and view text of stories • Provide hand-held version of story map that has picture cues with words • Ensure students have a variety of texts in book basket • Provide hand-held version of story map that has picture cues with words • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings.
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

Writing Standards:

- *Through guided practice students will develop writing skills necessary for responding to comprehension questions and story maps related to texts read.*

W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Speaking and Listening Standards:

- *Through turn and talk and small group discussions students will improve two-way communication with peers and adults.*

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

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

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

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

Language Standards:

- *Students will build language through listening to and reading stories to increase vocabulary.*

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.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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

Social Studies Standards:

- *Through partner talks and small group discussions students will develop skills necessary to be a positive member of a learning community.*

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of 21 Century Skills

Indicators:

- *Through the use of classroom iPads students will connect with a larger community to practice and share literacy skills through apps such as but not limited to Spelling City, SeeSaw, and Get EPIC.*

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

- *In the teaching of rules and procedures, students will learn the use of resources as tools to reading.*

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *Reading workshop is a researched based practice to support the learning of reading to a variety of students.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture. 9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs; teaching students where they are according to their independent reading levels and needs will enable success in all learners and at various levels.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

Unit Title: Nonfiction

Unit Description:

Students will be exposed to nonfiction literature including reference literacy, and biography during this unit of study. They will learn various text features and gain understanding of how these features help readers make meaning of a text. Teachers will utilize Interactive Read-Alouds, Mini-lesson, Close Reads, small group instruction, and Coached Independent Reading to develop an understanding of the text features associated with nonfiction texts. Students will also learn the importance of activating personal schema to help prepare their minds to learn new information. They will learn to apply specific reading strategies to help them discover new facts and big ideas presented by an author. Students will use this knowledge to apply reading skills and strategies to help them engage with nonfiction texts.

Unit Duration: 17 Sessions (Some sessions will require multiple days)

Desired Results

Primary Standards:

IRA= Interactive Read-Aloud

ML= Mini-lesson

CR= Close Read

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. (As in: IRA 1, IRA 2, IRA 3, ML 1, ML 2, ML 9)

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (As in: IRA 1, IRA 2, IRA 3, ML 1, ML 2, ML 9)

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(As in: IRA 4, IRA5, CR 2)

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. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.(As in: IRA 6, IRA 8, CR 1)

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. (As in: IRA 7)

RI 1.9: Identify basic similarities in and differences between two texts on the same topic. (As in: IRA 1, CR 1, CR 2)

Reinforced Standards:

RI.1.1. Ask and answer questions about key details in a text.

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

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

Indicators:

- Students will understand the structures and features of nonfiction texts.
- Students will learn text features and understand how they aid in comprehension.
- Students will use fix-up strategies for unknown words and or phrases.
- Students will ask questions to help clarify thinking and deepen understanding. \
- Students will activate background knowledge to synthesize new information.
- Students will identify big ideas and supporting details within a text.

Understandings:

Students will understand that...

- Knowing the elements of a genre can help determine how a story is to be read.
- Good readers use strategies before, during, and after reading to aid in comprehension. • Good readers get their brain ready to learn new information.
- Know that nonfiction text will provide real information about a topic.

Essential Questions:

- How does knowing the structure of a genre help in making meaning of a text?
- How do readers read and think about nonfiction texts?
- How can we self-monitor during independent reading to determine the meaning of unknown words? • How can we transfer learned skills to independent reading time?

Assessment Evidence

Performance Tasks:

Daily Tasks:

- Students respond to reading by:
 - actively listening to teacher reading
 - engaging in partner “turn-and-talk”
 - use of “talking stems”
 - share background knowledge about a specific topic

Performance Tasks:

- DRA Assessment
- Running Records

Other Evidence:

- Individual and small group conferring and record keeping in response to independent or small group reading (i.e. comprehension checklists and running records)

Benchmarks:

- DRA to determine Independent Reading Level
- iReady Assessment
- Running Record

Learning Plan

Learning Activities:

Throughout the unit, Readers will...

Participate in teacher led

- *Interactive Read Alouds (IRA)*—Serve to model expected reading behaviors. This may include (but is not limited to): thinking aloud, stopping to retell, making connections, inferring, holding conversations, and/or predicting.
- *Mini-Lesson (ML)*—A brief (10-15 minute) lesson where an explicit skill is taught and is responsive to student needs. This is teacher directed time where the teacher demonstrates a skill and/or strategy and provides a gradual release to ensure understanding through guided practice and lastly, independent practice (“I do, we do, you do”).
- *Close Read (CR)*—A time when a student is exposed to a short, complex text (often a short poem or a few lines from a larger text) for the purpose of analysis and/or discovery (i.e. attention to patterns, craft, word choice, details, etc.) to better understand the meaning and purpose.
- *Small Group Instruction (SGI)*- A time when small groups (2-6 students) are pulled to work with the teacher. These groups can be ability groups or strategy groups and should be directly related to student needs.

Differentiate between text types

- Engage in oral discussion about text types and features of each (literary, reference, biography) • Create interactive text features anchor chart for visual reminder
- Biography

- Literary
- Reference
- Provide “Let’s Learn About Nonfiction” chart for each child
- As in: IRA 1, IRA 2, IRA 3, IRA 5, IRA 5, IRA 7, IRA 8, CR 1, ML 11, ML 2, ML 7, ML 9, CR 1, CR 2

Hold meaningful conversations with peer through “turn-and-talk”

- *Discuss author’s purpose for nonfiction*
- *Discuss what elements you may see in a nonfiction*
- *Discuss differences between literary, biography, and reference*
- *Give examples of text feature for each subgenre*
- *Introduce need to activate background knowledge*
- *“Get your minds ready to learn about..”*
- *“What do you know about?”*
- *Create Venn Diagram to help students chart new knowledge*
- *Compare Living and Nonliving things*
- *Introduce Talking Stems*
- *“The picture shows”*
- *“The author wrote”*
- *As in IRA 1, IRA 2, IRA 3, IRA 4, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 7, ML 6, ML 9, CR 1, CR 2*

Build Vocabulary

- *New vocabulary words will be given for each mentor text.*
- *Vocabulary words will be discussed in whole group as well as with partners to determine meaning*
- *Words will be displayed in the classroom for repeated exposure.*
- *Words will be added to the student journal, definition will be provided, students will add pictures to show meaning.*
- *As in IRA 2, IRA 3, IRA 4, IRA 5, IRA 6 , IRA 8, CR 1, CR 2*

Participate in Independent Reading

Coached Independent Reading (CIDR) – A time when students are working independently to read from a pre-selected set of 7-10 books at the child’s individual independent reading level. Students will work to build reading stamina and reading independence.

Resources: *Schoolwide: Reading Fundamentals Fiction Unit Grade 1* with district revisions, District “Normed Tool Kit, Anchor charts including “Text Type Anchor Chart”, Mentor Texts as listed on page 16-18 of Teacher’s Manual, Close Read Passage *Cat Kisses*, Close Read Passage *Snail’s Pace*, student vocabulary journal, student selected independent reading books, guided reading books/materials.

<p>Advanced Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons:</p> <ul style="list-style-type: none"> • Allow students to add additional vocabulary terms based on interest and need. • After lesson 1 ask students to identify the subgenre of nonfiction texts • After lesson 2 allow students an opportunity to find and identify nonfiction text features <p>During lesson 4 have students complete Venn diagram to compare living and nonliving things</p> <ul style="list-style-type: none"> • After lesson 5 have students fill in a time line of their own life • After lesson 7 have students read and discuss other literary nonfiction texts • During mini lesson 1 have students complete appendix
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	<ul style="list-style-type: none"> • During mini lesson 8 have students sequence the life cycle of a frog <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Follow iReady Learning Path <p>Allow students to take AR quizzes</p> <ul style="list-style-type: none"> • Have students complete “Big Ideas” graphic organizer • Check in with ELEMEnTS teacher to determine if student is eligible for support outside of the classroom • Provide small group instruction with skills and texts that meet the needs of each individual • Add elaboration stems to partner response • Ask students to give responses to texts read via the SeeSaw app: • Find something new that you learned and share with others • Find two different texts about same topic and share similarities and or differences • Share most important fact and explain why • Record review of book to share with a classmate <p>During Coached IDR:</p> <ul style="list-style-type: none"> • Allow students time to self-select “just-right” books for independent reading time • Ask students to have books from a variety of genres in their independent reading baskets that are reflective of their independent reading level • During Coached IDR ask students to identify the genre of each book and require evidence of how they know the genre • Allow students to take AR quizzes
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<p>Struggling Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons:</p> <ul style="list-style-type: none"> • When adding vocabulary terms to journal offer a picture that represents the meaning along with definition • Take time to activate background knowledge about a topic before lessons • Provide hand-held version of accountable talk stem with picture clues • Add pictures to text-type anchor chart to help students understand the words • After lesson 1 provide students time to explore nonfiction texts that are marked to identify the subgenre • After lesson 2 allow students an opportunity to view text features in nonfiction texts that have been previously marked with a post-it • During lesson 4 have students work with a partner to complete Venn diagram to compare living and nonliving things • After lesson 7 provide students other examples of literary nonfiction texts to explore • During mini lesson 1 have students work with a partner or in small group to complete appendix • During mini lesson 8 have students sequence the life cycle of a frog using pictures <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Provide small group instruction with skills and texts that meet the needs of each individual • Provide reteaching as needed • Provide additional time with skills needed: • Practice site words and high-frequency words each morning upon arrival • Drill Foundations sound cards
	<ul style="list-style-type: none"> • Provide fluency phrases that can be practiced daily • Utilize apps that increase literacy skills <p>During Coached IDR:</p> <ul style="list-style-type: none"> • Utilize Get EPIC reading app to have student listen to and view text of stories • Have a variety of fiction texts in independent reading basket to increase exposure to the genre • Check in with student every day during Coached IDR

<p>English Language Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons: • Give extended wait time and or provide student with question prior to anticipating an answer</p> <ul style="list-style-type: none"> • Add pictures to text-type anchor chart to help students understand the words • Allow student to select a partner that they are comfortable working with for turn-and-talk conversations • Offer anchor charts that have both texts and visuals representation of text • Provide picture, video, audio to provide schema prior to reading a story • When adding vocabulary terms to journal offer a picture that represents the meaning along with definition • Provide hand-held version of accountable talk stem with picture clues • Provide vocabulary words and pictures for words in a text that may be unknown • After lesson 2 allow students an opportunity to view text features in nonfiction texts that have been previously marked with a post-it • After lesson 7 provide students other examples of literary nonfiction texts to explore • During mini lesson 1 have students work with a partner or in small group to complete appendix <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Give extended wait time and or provide student with question prior to anticipating an answer • Provide small group instruction with skills and texts that meet the needs of each individual <p>During Coached IDR:</p> <ul style="list-style-type: none"> • Provide a print rich environment that offers texts and visuals representing a variety of cultures • During independent reading time utilize Get EPIC reading app to have student listen to and view text of stories • Ensure students have books in their independent reading baskets that will offer exposure to a variety of texts • Students should have books that offer texts and pictures to help support comprehension • Offer translation tools via iPad or dictionary of first language
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> • Take time to read the entire IEP to ensure understanding of needed modifications • Work with resource and or co-teacher to develop plan to support student • Be aware of any modifications required by 504 plan <p>During whole group Interactive Read Aloud and Mini Lessons:</p>

	<ul style="list-style-type: none"> • When adding vocabulary terms to journal offer a picture that represents the meaning along with definition • Provide hand-held version of accountable talk stem with picture clues • Add pictures to text-type anchor chart to help students understand the words • Use “Fish bowl” as a frequent demonstration for holding conversations and turn and talks. Consider recording these so students can go back and refer to it often and when necessary. • After lesson 1 provide students time to explore nonfiction texts that are marked to identify the subgenre • After lesson 2 allow students an opportunity to view text features in nonfiction texts that have been previously marked with a post-it • During lesson 4 have students work in small groups to complete Venn diagram to compare living and nonliving things • After lesson 7 provide students other examples of literary nonfiction texts to explore • During mini lesson 1 have students work with a partner or in small group to complete appendix • During mini lesson 8 have students sequence the life cycle of a frog using pictures <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Provide hand-held version of “Big Ideas” graphic organizer to help track new learning • Provide small group instruction with skills and texts that meet the needs of each individual • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings. <p>During Coached IDR:</p> <ul style="list-style-type: none"> • Utilize Get EPIC reading app to have student listen to and view text of stories • Ensure students have books in their independent reading baskets that will offer exposure to a variety of texts • Students should have books that offer texts and pictures to help support comprehension •
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:**Writing Standards:**

- *Through guided practice students will develop writing skills necessary for responding to comprehension questions and story maps related to texts read.*

W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic.

B. Develop the topic with facts or other information and examples related to the topic.

C. Provide a conclusion.

W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.

With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Speaking and Listening Standards:

- *Through turn and talk and small group discussions students will improve two-way communication with peers and adults.*

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

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

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

Language Standards:

- *Students will build language through listening to and reading stories to increase vocabulary.*

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

Social Studies Standards:

- *Through partner talks and small group discussions students will develop skills necessary to be a positive member of a learning community.*

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of 21 Century Skills

Indicators:

- *Through the use of classroom iPads students will connect with a larger community to practice and share literacy skills through apps such as but not limited to Spelling City, SeeSaw, and Get EPIC.*

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

- *In the teaching of rules and procedures, students will learn the use of resources as tools to reading.*

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *Reading workshop is a researched based practice to support the learning of reading to a variety of students.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture. 9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small groups, strategy groups, and conferring to support individual student needs; teaching students where they are according to their independent reading levels and needs will enable success in all learners and at various levels.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

Unit Title: Characters and Story Elements

Unit Description:

The final unit of study is designed to solidify that students have the foundational skills necessary for literal and inferential comprehension. Students will learn that reading a story is like going on an adventure and that it is important to keep track of what is happening. This unit is divided into four bends; during each bend teachers will model how to actively listen, think about what they are reading/hearing, and engage in discussions. This unit is broken into four different bends and within each bend are sessions focused around the standards, there will also be one Close Read. Bend one invites students to track what is happening to make predictions about what will happen next. Bend two teaches students to think deeply about character traits. Bend three takes a deep dive into messages that stories teach such as life lessons. Finally, in bend four students are charged with recommending books to their peers. Teachers will utilize Teaching point, Mini-lesson, Close Reads, Small Group Instruction, and Coached Independent Reading to instill a strong understanding of reading behaviors and components of readers workshop all while creating a love for learning and specifically reading. Students will carry these strategies from the whole group shared reading lesson into their own independent reading time in which they will confer with the classroom teacher.

Unit Duration: 20 Sessions (Some sessions will require multiple days)

Desired Results

Primary Standards:

IRA= Interactive Read-Aloud

ML= Mini-lesson

CR= Close Read

RL.CR.1.1. *Ask and answer questions about key details in a **literary** text (e.g., who, what, where, when, why, how).* (As in: Bend 4, Session 1)

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). (As in: Bend 1 Sessions 1, 2, 3, 4, 5; Bend 3 Sessions 1, 2, 3; Bend 4 Session 1)

RL 1.3: *Describe characters, settings, and major events in a story, using illustrations and key details.* (As in: Bend 1 Session 4, Session 5; Bend 2 Sessions 1, 2, 3, 4, 5)

RL 1.7 *Use illustrations and details in a story to describe its characters, setting, or events.* (As in: Bend 1 Session 1, Session 4, Bend 2 Sessions 1, 2, 3, 4)

RL 1.9: *Compare and contrast the adventures and experiences of characters in stories.* (As in: Bend 3 Sessions 4, 5, 6)

L.RF.1. *Read with sufficient accuracy and fluency to support comprehension.* (As in: Bend 2 Sessions 1, 2, 3, 4, 5)

Reinforced Standards:

RL 1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
RL.1.6: Identify who is telling the story at various points in a text.

RL.1.10: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Indicators:

- Students will learn that they must be active participants when reading a story (they must track characters, setting, and make predictions).
- Students will learn to focus on details to learn more about characters which leads to the ability to infer feeling and motivation.
- Students will learn that it is important to recognize that they can learn lessons from problems that occur in a story.
- Sharing favorite stories helps encourage the love of reading.
- Students will develop an understanding of themselves as readers (i.e. learn to self-select texts, self monitor, and set goals for themselves as readers).

Understandings:

Students will understand that...

- Good readers take a “sneak peek” before reading a book to get ready for a new adventure.
- Good readers mark important parts of a story.
- Readers can go on adventures through reading stories and can share their adventures with their reading community.
- Readers reread to notice new details.
- Readers can learn life-lessons from a character’s struggles in a story.

Essential Questions:

- How can we learn many details about primary and secondary characters in a story?
- How can we use bookmarks to track important information in our reading?
- What can we learn from rereading?
- How can we build our reading fluency?

Assessment Evidence**Performance Tasks:**

Daily Tasks:

- Students respond to reading by:
 - engaging in partner “turn-and-talk”
 - use of “talking stems”
 - Retelling of texts using “five finger strategy”

Performance Tasks:

- DRA Assessment
- Running Records

Other Evidence:

- Individual and small group conferring and record keeping in response to independent or small group reading (i.e. comprehension checklists and running records)

Benchmarks:

- DRA to determine Independent Reading Level
- iReady Assessment

Learning Activities:

Throughout the unit, Readers will...

Participate in teacher led

- *Teaching Point (TP)*—Explicit instruction to teach students the skills that they are about to learn.
- *Interactive Read Alouds (IRA)*—Serve to model expected reading behaviors. This may include (but is not limited to): thinking aloud, stopping to retell, making connections, inferring, holding conversations, and/or predicting.
- *Mini-Lesson (ML)*—A brief (10-15 minute) lesson where an explicit skill is taught and is responsive to student needs. This is teacher directed time where the teacher demonstrates a skill and/or strategy and provides a gradual release to ensure understanding through guided practice and lastly, independent practice (“I do, we do, you do”).
- *Close Read (CR)*—A time when a student is exposed to a short, complex text (often a short poem or a few lines from a larger text) for the purpose of analysis and/or discovery (i.e. attention to patterns, craft, word choice, details, etc.) to better understand the meaning and purpose.
- *Small Group Instruction (SGI)*- A time when small groups (2-6 students) are pulled to work with the teacher. These groups can be leveled groups or strategy groups and should be directly related to student needs and reading goals.

Participate in Independent Reading-

- *Coached Independent Reading (CIDR)*- A time when students are working independently to read from a pre-selected set of 7-10 books at the child’s individual independent reading level. Students will work to build reading stamina and reading independence. Introduced in IRA 4 of Launching unit.

Name teaching point-

- Give skill or strategy that students must learn to have reading success
- Show anchor chart to represent new skills being taught
- Model skill being taught
- Allow students time to practice skill
- As in: Bend 1, Bend 2, Bend 3, Bend 4

Hold meaningful conversations with peer through “turn-and-talk”-

- Model new strategies such as how to take a “sneak peek”
 - Encourage partner talk to discuss new strategies such as making predictions based on sneak peek •
- Have students practice giving a retelling with partners
- Students discuss life-lessons found in stories
 - Students find similarities and differences in books
 - As in Bend 1, Bend 2, Bend 3, Bend 4

Collect Reading Strategies-

- Create anchor chart to display each new strategy
- Students will be given a “suitcase” that they can use to collect reading strategies
- Each child should have a suitcase to keep with their independent reading materials to reinforce new strategies
- Students will practice strategies during independent reading time
- As in Bend 1, Bend 2, Bend 3

Build Vocabulary-

- New vocabulary words will be given for the close read.
- Vocabulary words will be discussed in whole group as well as with partners to determine meaning
- Words will be displayed in the classroom for repeated exposure.
- Words will be added to the student journal, definition will be provided, students will add pictures to show meaning.
- As in CR 1

Resources: *Schoolwide: Reading Fundamentals Launching* Unit Grade 1 with district revisions, District “Normed Tool Kit, Anchor charts including “What Good Readers Do”, Mentor Texts: *Favorite Stories from Cowgirl Kate and Cocoa School Days*; *Mr. Putter and Tabby Drop the Ball* ; *Curious George Rides a Bike*; *Charlie the Ranch Dog Where’s the Bacon?*, Close Read Passage *Upstairs Mouse, Downstairs Mole*, student vocabulary journal, student selected independent reading books, guided reading books/materials.

<p>Advanced Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons:</p> <ul style="list-style-type: none"> • Allow students to add additional vocabulary terms based on interest and need. • After Bend 1 Session 3 have students use post-it notes to mark important parts in the story <ul style="list-style-type: none"> – Students can also mark new words – Connections – Parts that evoke a strong feeling • After Bend 1 Session 4 have students record what they noticed upon rereading a book • After Bend 2 Session 1 have students practice reading a book using the voices of the characters • After Bend 2 Session 2 allow students to write skits that they can read using talk tools
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	<ul style="list-style-type: none"> • During Bend 2 Session 3 ask students to share a part of the text that they marked as important: ask them to elaborate and share why they marked that piece of the text • During Bend 2 Session 5 have students identify areas in which the characters feelings have changed by marking with a post it note • After Bend 3 Session 1 ask students to identify problems and solutions in their own books that could serve as life-lessons • As part of Bend 4 have students create book reviews for books from their independent basket <ul style="list-style-type: none"> – Allow students to create posters, SeeSaw recordings, or book talks – Have students create a commercial for book – Provide transitional terms that must be used in presentations <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Follow iReady Learning Path <ul style="list-style-type: none"> • Allow students to take EPIC Quizzes • Check in with ELEMEnTS teacher to determine if student is eligible for support outside of the classroom • Provide small group instruction with skills and texts that meet the needs of each individual • Add elaboration stems to partner response <ul style="list-style-type: none"> • Ask students to give responses to texts read via the SeeSaw app: – Find connection and take a picture and record your connection – Share favorite part of the story and explain why <ul style="list-style-type: none"> – Share most important part of the text and explain why – Record review of book to share with a classmate <p>During Coached IDR:</p> <ul style="list-style-type: none"> • Ask students to have books from a variety of genres in their independent reading baskets • Have students track books read during IDR by adding a post-it note to
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	<p>cover and adding a tally for each time they complete the book • Ask students to identify the genre of each book and require evidence of how they know the genre</p> <ul style="list-style-type: none"> • Have students add new words from their IDR books to their vocabulary journals
Struggling Learners	<p>During whole group Interactive Read Aloud and Mini Lessons: •</p> <p>During Bend 1 Session 1 provide students with handheld picture clues on how to take a sneak peek</p> <ul style="list-style-type: none"> • After Bend 1 Session 2 Provide students with a well-known story to practice prediction skills • After Bend 1 Session 3 have students use bookmarks to mark important parts in the story <ul style="list-style-type: none"> – Provide bookmark for: setting, character, beginning, middle, end • After Bend 2 Session 1 have students practice reading a book with good fluency <ul style="list-style-type: none"> – Provide fluency rubric so that students can evaluate their progress – Consider having students video themselves reading to find areas that need support • During Bend 2 Session 5 have students identify areas in which the characters has a strong feeling marking it with a post it note • After Bend 3 Session 1 provide students with books that they know well to that they can easily identify the life-lesson

- As part of Bend 4 have students create book reviews for books from their independent basket
 - Offer graphic organizer
 - Provide student with sentence starters to talk about books
 - “My favorite part is”
 - “I can make a connection to”
- When adding vocabulary terms to journal offer a picture that represents the meaning along with definition
- Take time to activate background knowledge about a topic •
- Provide hand-held version of suitcase strategies with picture clues •
- Provide method for students to track their own reading

During Small Group Instruction and Literacy Centers:

- Create strategy groups based on student needs
- Follow iReady Learning Path
- Provide small group instruction with skills and texts that meet the needs of each individual
- Provide additional time with skills needed:
 - Practice sight words and high-frequency words each morning upon arrival
 - Drill Foundations sound cards
 - Provide fluency phrases that can be practiced daily
- Provide reteaching as needed

During Coached IDR:

- Utilize Get EPIC reading app to have student listen to and view text of stories
- Provide hand-held version of story map that has picture cues with words
- Provide students with “Reading Mat” to help structure their independent reading time
- Ensure to check in with student every day during Coached IDR

<p>English Language Learners</p>	<p>During whole group Interactive Read Aloud and Mini Lessons: •</p> <p>During Bend 1 Session 1 provide students with handheld picture clues on how to take a sneak peek</p> <ul style="list-style-type: none"> • After Bend 1 Session 2 Provide students with a well-known story to practice prediction skills; consider using short video clip • After Bend 1 Session 3 have students use bookmarks to mark important parts in the story <ul style="list-style-type: none"> – Provide bookmark for: setting, character, beginning, middle, end – Add picture clues so that student can identify which bookmark goes where • After Bend 2 Session 1 have students practice reading a book with good fluency <ul style="list-style-type: none"> – Consider having students video themselves reading for self evaluation • During Bend 2 Session 4 consider using a short video clip of popular characters so that students can hear the different voices so that they can practice reading like the character • During Bend 2 Session 5 have students identify areas in which the characters has a strong feeling; provide students with an anchor chart showing common emotions so that they can identify the feeling • After Bend 3 Session 1 provide students with books that they know well to that they can easily identify the life-lesson
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- As part of Bend 4 have students create book reviews for books from their independent basket
 - Offer graphic organizer with pictures
 - Provide student with sentence starters to talk about books
 - “My favorite part is”
 - “I can make a connection to”
- Extended wait time and or provide student with question prior to anticipating an answer
- Allow student to select a partner that they are comfortable working with for turn-and-talk conversations
- Offer triads for turn and talk conversations
- Provide specific language frames for turn and talk conversations • Offer anchor charts that have both texts and visuals representation of text
- Provide picture, video, audio to provide schema
- When adding vocabulary terms to journal offer a picture that represents the meaning along with definition
- Provide hand-held version of suitcase strategies with picture clues

During Small Group Instruction and Literacy Centers:

- Provide a print rich environment that offers texts and visuals representing a variety of culture
- Provide vocabulary words and pictures for words in a text that may be unknown
- Provide small group instruction with skills and texts that meet the needs of each individual

During Coached IDR:

- Utilize Get EPIC reading app to have student listen to and view text of stories
- Provide hand-held version of story map that has picture cues with words
- Ensure students have books in their independent reading baskets that will offer exposure to a variety of texts
- Students should have books that offer texts and pictures to help support comprehension
- Consider offering translation tools

<p>Special Needs Learners</p>	<ul style="list-style-type: none"> • It is essential that the entire IEP is thoroughly read to ensure understanding of needed modifications • Work with resource and or co-teacher to develop plan to support student • • Be aware of any modifications required by 504 plan <p>During whole group Interactive Read Aloud and Mini Lessons: •</p> <p>During Bend 1 Session 1 provide students with handheld picture clues on how to take a sneak peek</p> <ul style="list-style-type: none"> • After Bend 1 Session 2 Provide students with a well-known story to practice prediction skills <ul style="list-style-type: none"> – After Bend 1 Session 3 have students use bookmarks to mark important parts in the story – Provide bookmark for: setting, character, beginning, middle, end • Add picture clues so that student can identify which bookmark goes where
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	<ul style="list-style-type: none"> • After Bend 2 Session 1 have students practice reading a book with good fluency • Provide fluency rubric so that students can evaluate their progress • Consider having students video themselves reading to find areas that need support • Offer shorter pieces of text that can easily be mastered to build self confidence • During Bend 2 Session 5 have students identify areas in which the characters has a strong feeling marking it with a post it note • After Bend 3 Session 1 provide students with books that they know well to that they can easily identify the life-lesson • As part of Bend 4 have students create book reviews for books from their independent basket <ul style="list-style-type: none"> – Offer graphic organizer with pictures – Provide student with sentence starters to talk about books <ul style="list-style-type: none"> ▪ “My favorite part is” ▪ “I can make a connection to” • When adding vocabulary terms to journal offer a picture that represents the meaning along with definition • Provide hand-held version of suitcase strategies with picture clues • Use “Fish bowl” as a frequent demonstration for holding conversations and turn and talks. Consider recording these so students can go back and refer to it often and when necessary. <p>During Small Group Instruction and Literacy Centers:</p> <ul style="list-style-type: none"> • Provide small group instruction with skills and texts that meet the needs of each individual • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings. <p>During Coached IDR:</p> <ul style="list-style-type: none"> • During independent reading time utilize Get EPIC reading app to have student listen to and view text of stories • Provide hand-held version of story map that has picture cues with words • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:**Writing Standards:**

- *Through guided practice students will develop writing skills necessary for responding to comprehension questions and story maps related to texts read.*

W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Speaking and Listening Standards:

- *Through turn and talk and small group discussions students will improve two-way communication with peers and adults.*

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

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

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

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

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language Standards:

- *Students will build language through listening to and reading stories to increase vocabulary.*

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.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by

acting out the meanings.

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

Social Studies Standards:

- *Through partner talks and small group discussions students will develop skills necessary to be a positive member of a learning community.*

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom

routines. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of 21 Century Skills

Indicators:

- *Through the use of classroom iPads students will connect with a larger community to practice and share literacy skills through apps such as but not limited to Spelling City, SeeSaw, and Get EPIC.*

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

- *In the teaching of rules and procedures, students will learn the use of resources as tools to reading.*

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *Reading workshop is a research based practice to support the learning of reading to a variety of students.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture. 9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners. • *Resources can be used throughout small groups, strategy groups, and conferring to support individual student needs; teaching students where they are according to their independent reading levels and needs will enable success in all learners and at various levels.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

