

**Berkeley Heights Public Schools Curriculum**  
**Berkeley Heights, New Jersey**



Reading Units Of Study

Grade 1

Date Adopted: July 2021



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## **ACKNOWLEDGEMENTS**

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## DOCUMENT OVERVIEW

The guidelines for developing curriculum in the Berkeley Heights Public Schools include the New Jersey State Learning Standards (NJSLS). These standards spell out specific learning expectations for each grade level and content area. We use a variation of the *Understanding by Design* (UbD) model of curriculum development and organization.

**Prerequisite Knowledge and Skills:** A brief description of foundational knowledge and skills that students should have mastered to equip them with the readiness skills necessary to make meaning of the objective of this lesson/unit.

**Essential Questions and Enduring Understandings:** These questions are used to help students conceptualize overarching ideas and to find personal meaning in their learning. Enduring Understandings are statements summarizing important ideas, key take-aways, and core processes that are central to a discipline, and have lasting value beyond the classroom.

**Formative Assessment:** Assessments that give ongoing diagnosis of learning as students engage in the unit. Results of formative assessment are used for reteaching or extending learning.

**Summative Assessment:** Assessment that indicates the level of mastery of concepts, knowledge and skills of a unit.

**Instructional Strategies/Learning Activities:** Describes the differentiated teaching strategies that create high quality instruction to address the needs of all students, engage students in their own learning, and build students' capacity and interest in learning.

**Demonstrations of Understanding:** These Six Facets underlie students' opportunities to demonstrate their understanding of content knowledge and skills using the *Understanding by Design* model of curriculum.

1. **Explanation:** Students can explain the core meaning of learning in a way that communicates the key concepts embodied in the knowledge and skill of the standard.
2. **Interpretation:** Students can articulate why a particular standards/learning matters, relate it to other learnings, and can translate the impact of this learning on personal, societal, and scientific issues.
3. **Application:** Students can use the learning in new contexts that differ from the instructional context and can modify and flexibly use learning to suit the context.
4. **Perspective:** Students can question assumptions, conclusions and points of view and can express different viewpoints on issues and/or seek different solutions for problems.
5. **Empathy:** Students can "stand in another's shoes" and see a situation from the inside out.
6. **Self-knowledge:** Students can evaluate how they learn, examine what helps and does not help them in the learning process, and set goals to support ongoing learning. Self-knowledge asks students to identify their own barriers to learning, e.g., blind spots, misconceptions.



## CURRICULUM PACING GUIDE

UNIT NUMBER	UNIT TITLE	SUGGESTED PACING
Beginning of Year Unit	Launching Reading Workshop	September; 2-3 weeks
1	Building Good Reading Habits	Oct. - Nov.; 4-6 weeks
2	Learning About the World	Dec. - Jan.; 4-6 weeks
3	Readers Have Big Jobs to Do	Feb. - Mar.; 4-6 weeks
4	Meeting Characters and Learning Lessons	April - May; 4-6 weeks <hr/> Reading Workshop Celebration - June



**UNIT TITLE**

**Launching Reading Workshop**

**CONTENT AREA:**

**Reading**

**GRADE LEVEL:**

**1**

**UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT**

**Launching Unit - To be taught at the start of the school year, before Unit 1.**

**UNIT FOCUS - SUMMARY OF UNIT**

In this unit, an environment is created where students understand their role, feel safe and ready to take risks, and are excited for the experiences provided through texts. This unit helps to set the students, and teachers, in a mindset that prepares them for the adventures and challenges ahead of them this year. At this age and grade level it is typical for students to be at different stages of reading development. A first grader in September may come in with basic knowledge of letter sounds and sight words while another may be reading some books on their own already. As the teacher, it is important to be aware of this wide range of abilities and to make all readers feel comfortable with where they are in their journey. The unit begins with a lesson that communicates to students that there are many ways to read a book aside from reading the words - the pictures and your understanding of the text are important too. This leads into caring for books and celebrating all the aspects of reading that we love and find fun. As a feeling of excitement is established, it is important for the teacher to also provide clear expectations for reading time. Classroom routines and procedures play a crucial role in the successful launch and implementation of Reading Workshop. Students will learn how to choose and shop for books, build stamina for reading independently, and work successfully with reading partners. By the end of this unit, students should have a solid idea of how they can be their best learner during Reading Workshop time.

Student partnerships are established during this unit. Reading partners are an important component of Reading Workshop and students should begin to understand that their peers can be helpful to their development as readers. In this unit, reading partners learn how to read together, take turns, and talk about books. Readers will ask each other questions, notice interesting parts of the text, and share their opinions. Partners will learn how to function together as a team and as part of the group as a whole. They will add to class discussions and work together to help one another.

As you assess your readers, pay close attention to how students approach reading and working with others. Concepts of Print assessments can help evaluate students' understanding of how to approach and handle text. The DIBELS assessment and Fountas and Pinnell Reading Inventory assessment will provide information for leveling "just right" texts for students. Listen closely during class and partnership discussions to collect anecdotal data regarding reading behaviors and text comprehension.

## KEY UNDERSTANDINGS

### NEW JERSEY STUDENT LEARNING STANDARDS:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
  - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

### PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to choose a spot that will encourage them to stay on task.

- Students should be able to follow agreed-upon classroom routines and procedures.
- Students should be able to manage and monitor their independent book baggies with respect for the books in the classroom.
- Students should be able to work together in respectful partnerships.
- Students should be able to engage in a range of collaborative discussions, including partner, whole-group, and teacher-led discussions.

**ENDURING UNDERSTANDINGS:**

- Reading Workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- Text serves many purposes, including entertaining, informing and persuading.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text with harder words.

**ESSENTIAL QUESTIONS:**

- What does it mean to read?
- How can I share a reading experience with someone else?
- What does a “good reader” do?
- Why is it important to talk about a book after reading it?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to...**

- Preview to get ready for reading
- Push themselves to read with stamina and vigor
- Use strategies to take charge and problem solve
- Read with a partner to help with a variety of strategies
- Think about the story to solve tricky parts
- Use sight words to increase fluent reading
- Visualize using the pictures and the words on the page
- Talk about and share ideas about books with partners
- Follow agreed-upon classroom procedures and reading behaviors

**STUDENTS WILL BE ABLE TO:**

- Apply grade-level phonics and word analysis skills in decoding words
- Recognize the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- Decode regularly spelled one-syllable words and two-syllable words following basic patterns
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Demonstrate the ability to read grade-level text with purpose and understanding
- Demonstrate the ability to read grade-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

- Ask and answer questions about key details in a text
- Retell stories with key details
- Use illustrations and details in a story to describe its characters, setting, or events
- Participate in shared, guided, partner and read aloud reading experiences

## ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

### FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Teacher observations
- Accountable talk
- iReady reading assessments
- Fall Gr. 1 Assessment Schedule

### SUMMATIVE ASSESSMENTS (All summative assessments listed are required)

- Fountas and Pinnell Assessment
- Anecdotal notes of reading behaviors
- LinkIt Reading Assessment (fall, winter, and spring)

### ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Assessments
- DRAs
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- DIBELS Progress Monitoring
- Wilson Foundations assessments

## LEARNING PLAN/INSTRUCTIONAL STRATEGIES

### LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

#### Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to

improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

Session 1	<p><b>Book Care:</b> In this session, you'll teach students how to appropriately handle and care for books in the classroom library (taking in/out of library baskets, book baggies/boxes, damaged book care, etc.) Suggested resources: Book hospital basket, examples of books in good/poor condition</p>
Session 2	<p><b>Book Shopping:</b> In this session, you'll teach students how to choose a book from the class library or from a book basket. Students should understand that they should have books "ready to read." A few titles may be part of their book baggies/bins, but students can also have books "on deck," - those that are next to be chosen, or books that are interesting.</p>
Session 3	<p><b>Three Ways to Read a Book:</b> In this session, you'll teach students that there is more than just one way to read a book. A reader can read the pictures, read the words, and retell the story. Teacher will model and create a classroom anchor chart. Suggested resources: Big book, finger pointer, chart paper, Three Ways to Read a Book</p>
Session 4 (the 5 W lessons can be in any order)	<p><b>5 W's of Reading (Where):</b> In this session, you'll explore <i>where</i> students like to read and create a class poster to display. The teacher will begin to introduce classroom library "just because" (genre) baskets and students will explore books (3-5 baskets at a time). Teacher will chart students' reading stamina (how long they can stay on task reading). Suggested resources: <i>The Best Place to Read</i> by Debbie Bertram and Susan Lynn Bloom, chart paper, book baggies/boxes, Reading Stamina chart</p>
Session 5	<p><b>5 W's of Reading (When):</b> In this session, you'll explore <i>when</i> students like to read and add to the class poster. The teacher will continue to introduce classroom library "just because" (genre) baskets and students will explore books (3-5 baskets at a time). Teacher will chart students' reading stamina (how long they can stay on task reading). Suggested resources: <i>The Best Time to Read</i> by Debbie Bertram and Susan Lynn Bloom, chart paper, book baggies/boxes, Reading Stamina chart</p>
Session 6	<p><b>5 W's of Reading (Who):</b> In this session, you'll explore <i>who</i> students like to read with and add to the class poster. The teacher will continue to introduce classroom library "just because" (genre) baskets and students will explore books (3-5 baskets at a time). Teacher will chart students' reading stamina (how long they can stay on task reading). Suggested resources: <i>Excuse Me, I'm Trying to Read</i> by Mary Jo Amani, chart paper, book baggies/boxes, Reading Stamina chart</p>
Session 7	<p><b>5 W's of Reading (What):</b> In this session, you'll explore <i>what</i> students like to read and add to the class poster. The teacher will continue to introduce classroom library "just because"</p>

	<p>(genre) baskets and students will explore books (3-5 baskets at a time). Teacher will chart students' reading stamina (how long they can stay on task reading). Suggested resources: <i>Wild About Books</i> by Judy Sierra, chart paper, book baggies/boxes, Reading Stamina chart</p>
Session 8	<p><b>5 W's of Reading (Why):</b> In this session, you'll explore <i>why</i> students read and add to the class poster. The teacher will continue to introduce classroom library "just because" (genre) baskets and students will explore books (3-5 baskets at a time). Teacher will chart students' reading stamina (how long they can stay on task reading). Suggested resources: <i>Reading Makes You Feel Good</i> by Todd Parr, chart paper, book baggies/boxes, Reading Stamina chart</p>
Session 9 (1-2 days suggested)	<p><b>Favorite Book Sharing/Accountable Talk:</b> In this session, you'll model how to read the title of a book, share a reason for why it is your favorite, and show a favorite part or picture. Students will bring in a favorite book from home and have the opportunity to share with a partner, small group or whole class. Suggested resources: Teacher's favorite book, student favorite books</p>
Session 10	<p><b>Partner Reading/Accountable Talk:</b> In this session, you'll teach students how to read appropriately with a partner. Students will learn to sit "elbow, elbow, knee, knee" (EEKK) and focus on one text together. The teacher will model how to take turns reading, turning the pages, and asking questions/sharing opinions about the text afterwards. Suggested resources: Student favorite books, EEKK poster, Accountable Talk prompts</p>
Session 11	<p><b>Partner Reading/Accountable Talk:</b> In this session, you'll remind students how to read appropriately with a partner using the EEKK method. Students will learn how to stop after reading and talk to each other. Students will ask questions and share their thoughts about the text. Suggested resources: Student favorite books, EEKK poster, Accountable Talk prompts</p>
Session 12	<p><b>Just Right Books:</b> In this session, you'll introduce the concept of "just right" (leveled) books. Teacher will model using the 5 Finger Rule when choosing books. Students will learn how to choose and evaluate whether a book is "just right" for themselves. Suggested resources: Any version/interpretation of <i>Goldilocks and the Three Bears</i>, Just Right leveled book library, 5 Finger Rule bookmark</p>
Session 12	<p><b>Reading at School and at Home:</b> In this session, you'll model the appropriate procedures for reading at school (Read to Self) and reading at home. Teacher will model what to do and what not to do while working in a reading spot and how to use student reading mats. Teacher will also discuss grade-level expectations for transporting books to and from school, at-home reading, and reading logs. Suggested resources: Classroom library books to model with, Three Ways to Read a Book anchor chart, Reading Mat folder cover, grade-appropriate reading log</p>

**OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):**

[Link redacted]

**INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**

- Writing, Social Studies, Science, and Technology standards

**STATE REQUIREMENTS**

**AMISTAD AND HOLOCAUST INTEGRATION:**

**Texts that are appropriate include -**

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

McKissack, Patricia. *Amistad: The Story of a Slave Ship*. NY, NY: Penguin Group, 2005.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

**Additional resources:**

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

**21ST CENTURY SKILLS AND CAREER READY PRACTICES:**

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices  
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy  
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation  
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**P21 FRAMEWORK (Partnership for 21st Century Learning):**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

**SEL Learning Activities:**

- Learning activities in this unit that support SEL competencies and sub-competencies include partner reading, partner conferences, goal setting, and self-awareness and self-management.
- Suggested texts to support these SEL competencies and sub-competencies could include:  
*Jabari Jumps*, by Gaia Cornwall  
*The Good Egg*, by Jory John  
*The Girl Who Never Made Mistakes*, by Gary Rubinstein and Mark Pett  
*Farmer Duck*, by Martin Waddell

### **INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**  
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.  
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**  
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

### **GLOBAL THINKING:**

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLs and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**  
<https://www.learningforjustice.org/frameworks>  
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

## **RESOURCES**

### **CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)**

- Suggested Mini-Lesson texts including -

*The Best Place to Read* by Debbie Bertram and Susan Lynn Bloom

*The Best Time to Read* by Debbie Bertram and Susan Lynn Bloom

*Excuse Me, I'm Trying to Read* by Mary Jo Amani

*Wild About Books* by Judy Sierra

*Reading Makes You Feel Good* by Todd Parr

Any version/interpretation of *Goldilocks and the Three Bears*

- Suggested Read Aloud and Shared Reading texts including -  
*Brand-new Pencils, Brand-new Books* by Diane de Groat  
*David Goes to School* by David Shannon  
*The Library Lion* by Michelle Knudsen
- File folders for reading mats (reading mat example on heinemann.com, Reading Mat folder cover)
- Classroom word wall
- Student book baggies/bins
- Chart paper
- Three Ways to Read a Book
- 5 Finger Rule bookmark
- EEKK poster
- Accountable Talk prompts
- Reading Stamina chart
- [www.heinemann.com](http://www.heinemann.com) - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

#### **HUMAN AND PROFESSIONAL RESOURCES**

- Principal and/or Curriculum Director
- Reading specialist(s)
- Colleague modeling
- Learning and Disabilities Teacher Consultant (LDTC)
- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:  
[http://www.timrasinski.com/presentations/IRA07Tim\\_Rasinski\\_2.pdf](http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf)

#### **TEACHER NOTES**



## UNIT TITLE

### Building Good Reading Habits

**CONTENT AREA:**

Reading

**GRADE LEVEL:**

1

## UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 1; 4-6 weeks

## UNIT FOCUS - SUMMARY OF UNIT

In this unit, we engage students in Reader's Workshop by calling on habits and strategies they are already familiar with, and by using and building more good reading habits. The work children do during workshop time is important as we establish the processes and procedures for a successful workshop throughout the year.

Habits are needed before, during and after reading. Before reading, we remind students to preview the text and make and update predictions during reading. While reading the words we model that readers no longer point to the text with their fingers, they scoop and phrase more words using expression and intonation making their reading sound the way we speak, and the way the author intends. What's more, you'll teach how to push through the bumps students encounter and help them to develop more independence for solving tricky words. After reading, we teach that there is more and more to do and even more to understand. Readers grow in their abilities to understand text in bigger and deeper ways.

Student partnerships serve as a means to have another person by your side to help support all the habits of strong readers. Partners tackle challenging words together, compliment good habits, and go back together to try their reading again. Game play with partnerships help make learning to read fun.

As you assess your readers, use the data to plan your workshop time and respond to your specific student needs. Always look to previous data to know your reader's last performance of their oral reading. Carefully check the summary of behaviors, miscues and comprehension responses. New benchmark assessments are essential to ensure students are working at the proper levels. In addition to running records, observe students, and take anecdotal notes to use the information to help students flourish.

## KEY UNDERSTANDINGS

### NEW JERSEY STUDENT LEARNING STANDARDS:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
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#### **PREREQUISITE KNOWLEDGE AND SKILLS:**

- Students should be able to choose a spot that will encourage them to stay on task.
- Students should be able to select “just right” books by incorporating multiple strategies, such as previewing, five finger rule, interest, etc.
- Students should be able to manage and monitor their independent book baggies with respect for the books in the classroom
- Students should be able to differentiate fiction and nonfiction to establish a reading purpose.
- Increase stamina by rereading books, reading for fluency, and thinking about their reading
- Students should be able to stop at the initial sign of trouble and employ a strategy
- Students should be able to use rereading when they are unsure of their comprehension
- Students should be able to work together in respectful partnerships
- Students should be able to engage in a range of collaborative discussions, including partner, whole-group, and teacher-led discussions.
- Students should be able to retell the important parts of a story

**ENDURING UNDERSTANDINGS:**

- Reading Workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- Text serves many purposes, including entertaining, informing and persuading.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text with harder words.

**ESSENTIAL QUESTIONS:**

- Why is it important to get ready to read?
- How do readers make sense of the words on a page?
- How can I help myself and my partner to become a better reader?
- Why is it important to persevere (never give up)?
- How do readers push themselves to read more?
- What do readers think while they read?
- How do readers share books?
- Why is it important to do more after finishing a book?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):****Readers will know how to...**

- Use reading strategies to take charge and problem solve
- Push themselves to read with stamina and vigor
- Preview to get ready for reading
- Apply more than one strategy to figure out tricky parts of text
- Check and self-monitor (looks right, sounds right, makes sense)
- Read with a partner to help with a variety of strategies
- Think about the story to solve tricky parts
- Use sight words to increase fluent reading
- Reread to help their reading sound better and to monitor for understanding
- Visualize using the pictures and the words with the words on the page
- Use dialogue to increase comprehension
- Read with fluency (rate, accuracy, and expression) and with automaticity
- Talk about and share ideas about books with partners

**STUDENTS WILL BE ABLE TO: (THESE ARE THE STANDARDS)**

- Apply grade-level phonics and word analysis skills in decoding words
- Recognize the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- Decode regularly spelled one-syllable words and two-syllable words following basic patterns
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Demonstrate the ability to read grade-level text with purpose and understanding
- Demonstrate the ability to read grade-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Ask and answer questions about key details in a text

- Retell stories with key details
- Use illustrations and details in a story to describe its characters, setting, or events
- Participate in shared, guided, partner and read aloud reading experiences

## ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

### FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Teacher observations/ anecdotal notes
- Accountable talk

### SUMMATIVE ASSESSMENTS (All summative assessments listed are required)

- Fountas and Pinnell Assessment
- Anecdotal notes of reading behaviors
- Required Gr. 1 Assessment Schedule

### ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC running record Assessments
- DRAs
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- DIBELS Progress Monitoring
- Wilson Foundations assessments

## LEARNING PLAN/INSTRUCTIONAL STRATEGIES

### LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Refer to unit slideshow for distribution of sessions across days. Some sessions take more than one lesson per day.

#### Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to

improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

**Bend 1: Readers Habits for Reading Long and Strong**

Session 1	<b><i>Readers Take a Sneak Peek to Get Ready to Read:</i></b> In this session, you'll teach students the power of previewing the text before reading.
Session 2	<b><i>Readers Do Something at the End of a Book:</i></b> In this session, you'll teach students you are never finished at the end of a book. Readers reread, think beyond the book, and talk about what they read.
Session 3	<b><i>Readers Get Stronger by Reading More and More:</i></b> In this session, you'll teach students to build their reading muscles. They must read more, more and even more.
Session 4	<b><i>Readers Set Goals to Read All Day Long:</i></b> In this session, you'll teach children that the best readers don't to be pushed to read. They read more and more whenever the opportunity arises.
Session 5	<b><i>Readers Reread to Make Their Reading Voices Smoother:</i></b> In this session, you'll teach students that readers are in the habit of rereading, and when they do this their reading voices become much smoother.
Session 6	<b><i>Readers Track with Their Eyes and Scoop Up More Words:</i></b> In this session, you'll teach students to most importantly read with your eyes, not with your finger. Good readers scoop groups of words with their eyes to keep their reading smooth and in phrases.
Session 7	<b><i>When Readers Reread, They See More!:</i></b> In this session, you'll teach students another good habit to have is to reread. Students use book bags or baskets to collect their books and read more and more each time. When you reread, you say things like, 'Wow!' and 'Look! I didn't notice that the first time!' and 'Now I know why that happened!' New details are discovered each time to help you understand your books in even bigger ways.

**Bend 2: Habits for Tackling Hard Words**

Session 8	<b><i>Readers Sneak a Peek at the Pictures to Figure Out the Words:</i></b> In this session, you'll teach students to get their minds ready to read by taking a sneak peek at each page. Readers use these clues from the pictures to help solve words they may not know.
Session 9	<b><i>Drop Bad Habits! Pick Up Good Habits!</i></b> In this session, you'll teach students when readers are picking up good habits they sometimes pick up bad habits. Good readers grow their reading muscles by recognizing the bad habits and dropping them.

Session 10	<b>Readers Look at All Parts of a Word:</b> In this session, you'll teach students to use all parts in a word, not just the beginning sound to solve words.
Session 11	<b>Readers Use Meaning to Figure Out Words:</b> In this session, you'll teach students to think about what would make sense to figure out tricky words. You can check the picture and think about the story, asking, 'What makes sense here?' Good readers use meaning as one of their important sources of information.
Session 12	<b>Readers Double Check Their Reading :</b> In this session, you'll teach students that readers think about what looks right and makes sense.
Session 13	<b>Readers Don't Give Up-They Try, Try Again:</b> In this session, you'll teach students to never give up. If one strategy fails you, try another.
Session 14	<b>Try It Two Ways:</b> In this session, you'll teach students to use multiple sounds, especially with vowels, to solve words. Students use what they know about letters and sounds to solve words. Try it two ways readers!

### **Bend 3: Partners Have Good Habits, Too**

Session 15	<b>Partners Can Introduce Their Books to Each Other:</b> In this session, you'll teach students one good habit that readers use in their partnerships is doing a book introduction for each other.
Session 16	<b>Partners Don't Tell, They Help:</b> In this session, you'll teach when you read with a partner, and you come across a tricky word, your partner serves as a reading coach. Partners cheer each other on to use good reading habits- and help each other do the hard work. Partners don't just give the unknown word.
Session 17	<b>Partners Can Do Something at the End of a Book, Too:</b> In this session, you'll teach students partners use all the good habits of reading together. What's more, partners decide to always do something after they finish a book. They reread, make smoother, and talk about their books.
Session 18	<b>Readers Celebrate and Set New Goals:</b> In this session, you'll remind children readers always celebrate their progress. Partners always stay collaborative and set goals to make great reading progress.

### **OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):**

[Link redacted]

**INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**

- Writing, Social Studies, Science, and Technology standards

**STATE REQUIREMENTS****AMISTAD AND HOLOCAUST INTEGRATION:****Texts that are appropriate include -**

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

**Additional resources:**

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

**21ST CENTURY SKILLS AND CAREER READY PRACTICES:**

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices  
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy  
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation  
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**P21 FRAMEWORK (Partnership for 21st Century Learning):**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

**SEL Learning Activities:**

- Learning activities in this unit that support SEL competencies and sub-competencies include partner reading, partner conferences, goal setting, and self-awareness and self-management.
- Suggested texts to support these SEL competencies and sub-competencies could include:  
*Jabari Jumps*, by Gaia Cornwall  
*The Good Egg*, by Jory John  
*The Girl Who Never Made Mistakes*, by Gary Rubinstein and Mark Pett  
*Farmer Duck*, by Martin Waddell

**INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

#### **GLOBAL THINKING:**

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLs and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**  
<https://www.learningforjustice.org/frameworks>  
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

#### **RESOURCES**

##### **CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)**

- *Building Good Reading Habits - Unit of Study* by Lucy Calkins and Elizabeth Franco
- Columbia Teachers College Pacing Guide
- Suggested Mini-Lesson texts including -  
*Ollie the Stomper*, by Olivier Dunrea  
*Gossie and Gertie*, by Olivier Dunrea  
"Little Miss Muffet" poem
- Suggested Read Aloud and Shared Reading texts including -  
*Ish*, by Peter H. Reynolds

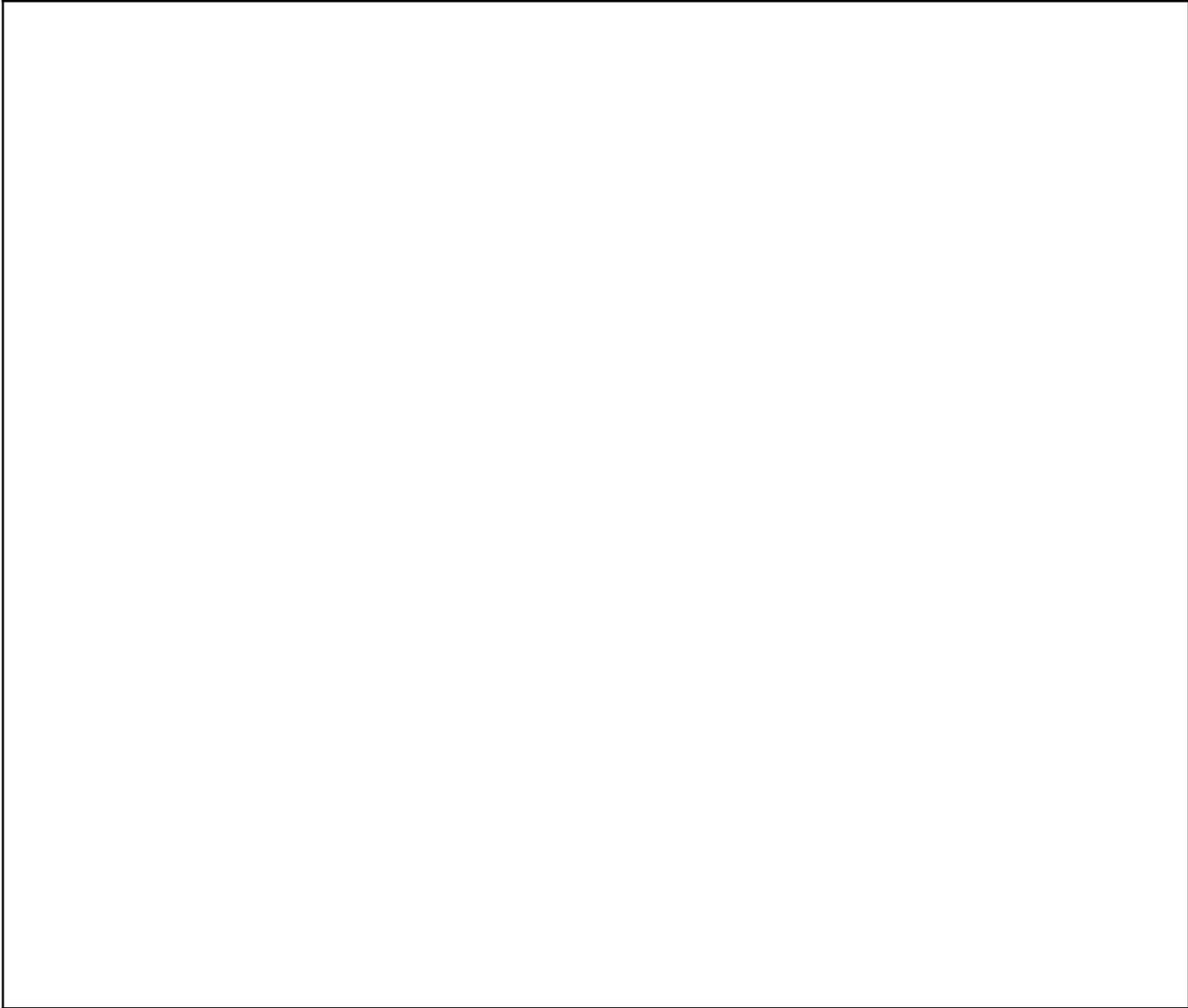
*Ollie the Stomper*, by Olivier Dunrea

- File folders for reading mats (reading mat template on heinemann.com)
- Post-its
- Classroom word wall
- Chart paper
- TC Grade 1 Unit 1 Building Good Reading Habits slides
- TC Grade 1 Unit 1 Building Good Reading Habits lesson plans
- [www.heinemann.com](http://www.heinemann.com) - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

### **HUMAN AND PROFESSIONAL RESOURCES**

- Principal and/or Curriculum Director
- Reading specialist(s)
- Colleague modeling
- Learning and Disabilities Teacher Consultant (LDTC)
- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:  
[http://www.timrasinski.com/presentations/IRA07Tim\\_Rasinski\\_2.pdf](http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf)

### **TEACHER NOTES**



**UNIT TITLE**

**Learning About the World: Reading Nonfiction**

<b>CONTENT AREA:</b>	Reading	<b>GRADE LEVEL:</b>	1
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**UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT**

**Unit 2; 4-6 weeks**

**UNIT FOCUS - SUMMARY OF UNIT**

In this unit, readers learn to satisfy their curiosity by reading about the world. The teacher helps to build excitement for a unit full of learning and exploration by sparking excitement about all the knowledge they are about to gain. Students are introduced to the nonfiction genre and classroom library resources that cover a variety of topics. These resources can include varied print and digital texts (e.g. websites, newspaper articles, blogs, magazines, etc.). At first, as readers try to extract as much information as possible from their books, they are exposed to different comprehension strategies, such as previewing, predicting, noticing text structure and synthesizing information from various sources. Students use pictures, print, and text boxes to gain and share information from nonfiction texts. Through this work, students are also exposed to new and more complex vocabulary. Readers learn to identify domain-specific words that are important to understanding their texts and conversing with others about the topics. As readers learn to strengthen their decoding and comprehension skills, they then work on reading like an “expert” and building fluency skills based on the author’s purpose. The unit ends with a celebration of reading where “expert readers” share personal read-alouds with others to show how much they’ve learned about the text’s topic.

Student partnerships support each other by becoming “Super Helpers”. Partners help plan what to read and chat with each other about what they learned in their texts. During these chats, readers recall information from the text, identify important parts and pictures, and also teach new vocabulary words to their partners. Reading partnerships become crucial in the third bend of this unit when students are practicing reading aloud like an “expert” or “teacher”. Partners help each other remember to read aloud with purpose and demonstration of text comprehension. They will also ask and answer questions about the topic, sparking a conversation about knowledge gained from the nonfiction text.

As you assess your readers, conduct running records using nonfiction as well as fiction texts. Notice the student’s behaviors while reading, especially relating to fluency at the F/G+ levels - Are they still pointing to words? Do they pause or stop to solve unfamiliar words? Do they scoop sentences meaningfully? This unit emphasizes reflecting textual comprehension through oral fluency, so it is important to note students who may need additional support in this area. This aspect of assessment is in addition to noticing reading behaviors such as decoding, vocabulary and comprehension strategies. Use miscue analysis, discussions during read-alouds, and conversations during partner time and conferences to assess how students handle reading nonfiction texts and use these observations to inform your instruction.

**KEY UNDERSTANDINGS**

**NEW JERSEY STUDENT LEARNING STANDARDS:**

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
  - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

**PREREQUISITE KNOWLEDGE AND SKILLS:**

- Students should be able to define nonfiction as a genre
- Students should be able to stop at the initial sign of trouble and employ a strategy
- Students should be able to use rereading when they are unsure of their comprehension

- Students should be able to practice reading with fluency
- Students should be able to work together as partnerships

**ENDURING UNDERSTANDINGS:**

- Reading workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- When reading non-fiction, students learn about people, places, and things.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text with harder words.

**ESSENTIAL QUESTIONS:**

- How do texts teach us new things about the world?
- How does vocabulary help you understand a text?
- How can we read books aloud and share information like an expert?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to...**

- Notice features of text that assist in understanding
- Use photographs and illustrations to gain information
- Reread to clarify understanding or learn more
- Think inferentially to imagine what is happening beyond the text
- Use meaning, syntax, and visual cues to decode new words
- Identify, collect, and define important key words
- Recall facts and information learned from a text
- Reread to help their reading sound better and to monitor for understanding
- Read with fluency, automaticity, and feeling
- Determine importance and find interesting things to share with others, as an “expert”

**STUDENTS WILL BE ABLE TO:**

- Demonstrate mastery of spoken words, syllables, and sounds
- Apply grade-level phonics and word analysis skills in decoding words
- Recognize the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- Decode regularly spelled one-syllable words and two-syllable words following basic patterns
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Demonstrate the ability to read grade-level text with purpose and understanding
- Demonstrate the ability to read grade-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Ask and answer questions about key details in a text
- Identify the main topic and retell key details of a text

- Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
- Use the illustrations and details in a text to describe its key ideas
- Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed
- With prompting and support, read informational texts at grade level text complexity or above

## ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

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## LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Refer to unit slideshow for distribution of sessions across days. Some sessions take more than one lesson per day.

### Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

### Bend 1: Getting Smart on Nonfiction Topics

Session 1	<b>Getting Started as a Nonfiction Reader:</b> In this session, you'll remind students what they already know about sneak peeks and teach them how that knowledge will help them as readers learning about new topics.
Session 2	<b>Studying One Page Can Teach So Much:</b> In this session, you'll teach students how to linger on a page and use the pictures to find more details and information that accompany the text. You'll show students how they can slow down in their reading and name what they see before they turn the page.
Session 3	<b>Readers Learn More by Chatting about What's Happening:</b> In this session, you'll teach students how to bring the information on the page to life. You'll show students how to use the images on the page or in their heads to imagine what is happening just before and right after the part they're reading. This inferential thinking will help students envision the information and learn more from the text.
Session 4	<b>Readers Reread to Make Sure They Understand Their Books:</b> In this session, you'll remind children that when readers finish a book, they should try to remember the whole book, not just individual parts. This session helps students reread to put the parts of their books together.
Session 5	<b>Working on Fluency, Including Stress and Intonation:</b> In this session, you'll teach children that when readers are trying to understand and recall information from their books, it helps to read with expression, making their voices smooth and lively.
Session 6	<b>A Celebration of Learning:</b> In this session, you'll congratulate students on all they have learned. Your students will celebrate their new knowledge by talking with their classmates about what they have learned from their books.

### Bend 2: Tackling Super Hard Words in Order to Keep Learning

Session 7	<b>Readers Don't Let Hard Words Get in Their Way:</b> In this session, you'll remind students that readers are persistent, especially when they get stuck on hard words in their books.
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Session 8	<b>Crashing Word Parts Together to Solve the Whole Word:</b> In this session, you'll teach children that one strategy readers use to figure out a tricky word is to "crash" the word parts together and then to check that the word makes sense. You will practice doing this by reading the beginning, middle, and end of the word and then putting the parts together to form a word.
Session 9	<b>Readers Check that the Words They Read Look Right and Make Sense:</b> In this session, you could teach children that readers slow down to check that a word looks right and then reread to check that it makes sense.
Session 10	<b>Readers Learn New Words as They Read:</b> In this session, you'll teach children that some tricky words are new words. Readers solve these tricky words by saying the word the best they can and then thinking about what the word means.
Session 11	<b>Readers Find and Think about Key Words:</b> In this session, you'll teach students that key words can help readers think and talk about the information in their books.
Session 12	<b>Rereading a Page to Find the Just-Right Sound:</b> In this session, you could teach children that readers of nonfiction reread a single page in different ways to figure out how the page should sound.

### Bend 3: Reading Aloud Like Experts

Session 13	<b>Finding Interesting Things to Share:</b> In this session, you'll teach children that to read books aloud well to others, readers first must figure out what they find interesting about the book.
Session 14	<b>Reading with Feeling:</b> In this session, you'll teach children that when readers prepare to read a book aloud, they pay attention to how the different parts should sound so that their reading shows feeling.
Session 15	<b>Reading Like a Writer:</b> In this session, you'll teach children that when they are planning a read-aloud, they can study what they admire about the author's writing. They can talk about those craft moves in their read-alouds, and they can also apply the same technique to their own writing.
Session 16	<b>Readers Plan to Talk and Think about Key Words:</b> In this session, you'll teach children that they can use the key words they've been collecting as they read to talk about a topic and teach others what the words mean and why they're important.
Session 17	<b>Using Drama to Bring Your Read-Aloud to Life:</b> In this session, you'll teach children that readers can use not only their voice, but also their body to bring a book to life.
Session 18	<b>A Celebration of Reader to Learn About the World:</b> In this session, you'll teach children that when readers share a book with an audience like they are experts, they make sure

that their audience is attentive and understands the information.

**OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):**

[Link redacted]

**INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**

- Writing, Social Studies, Science, and Technology standards

**STATE REQUIREMENTS**

**AMISTAD AND HOLOCAUST INTEGRATION:**

**Texts that are appropriate include -**

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

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CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

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Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

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These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
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- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

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- Learning activities in this unit that support SEL competencies and sub-competencies include partner reading, partner conferences, goal setting, and self-awareness and self-management.
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Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

#### RESOURCES

#### CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Learning About the World - Unit of Study* by Lucy Calkins and Amanda Hartman
- Columbia Teachers College Pacing Guide
- Suggested Mini-Lesson texts including -

*Hang On, Monkey!*, by Susan B. Neuman

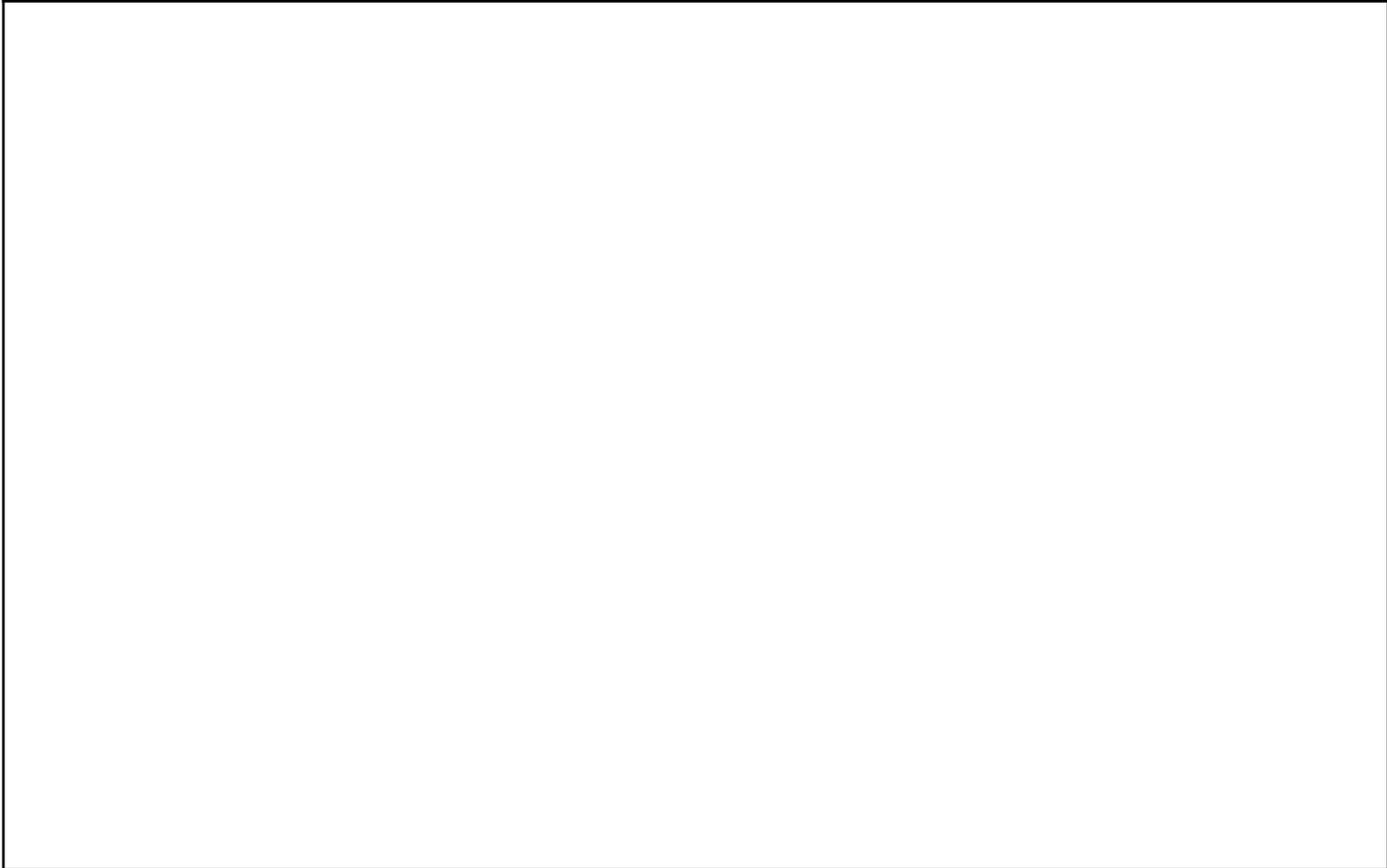
*Owls*, by Mary R. Dunn

- Suggested Read Aloud and Shared Reading texts including -  
*Owls*, by Mary R. Dunn  
*Super Storms*, by Seymour Simon  
*Eagle Flight* and *Migration*, by Georgia Heard
- Magnetic letters
- Nonfiction leveled texts for student use
- Classroom word wall
- Post-its for student use
- Nonfiction Expert certificate
- Nonfiction Text Features posters
- TC Grade 1 Unit 2 Learning About the World slides
- TC Grade 1 Unit 2 Learning About the World lesson plans
- [www.heinemann.com](http://www.heinemann.com) - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

#### **HUMAN AND PROFESSIONAL RESOURCES**

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- Reading specialist(s)
- Colleague modeling
- Learning and Disabilities Teacher Consultant (LDTC)
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#### **TEACHER NOTES**



<b>UNIT TITLE</b>			
Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension			
<b>CONTENT AREA:</b>			
Reading		<b>GRADE LEVEL:</b>	1
<b>UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT</b>			
Unit 3; 4-6 weeks			
<b>UNIT FOCUS - SUMMARY OF UNIT</b>			

In this unit, readers will strengthen their abilities to monitor their reading and take action when they need help. As a growing reader, this translates into the important work of independently taking on big and important jobs. Readers will build their confidence and begin to take charge of their own reading. Readers will recognize when problems arise and begin to stop themselves when they encounter trouble. At the same time, proficient readers will need to continue to build their repertoire of strategies in word solving, fluency, and comprehension. Students at this stage of reading development come across more multisyllabic words, more complex spelling patterns, higher-level vocabulary and a greater amount of total words to read. As the ultimate goal in reading is comprehension, students are tasked with monitoring for meaning. This is done through asking questions, making predictions, inferring, visualizing and monitoring vocabulary. The strategies and skills taught in this unit will empower readers to tackle harder books while doing harder jobs. This essentially reinforces the idea of taking charge of your own reading, or “being your own boss”. As your students adopt this reading mindset, the teacher encourages and celebrates their students to continue with these reading initiatives while inviting them to reflect on what they’ve learned.

Student partnerships continue to work together to apply new strategies and provide support giving each other opportunities for coaching and feedback. Students are matched up with reading buddies who will help solve difficult words, make sense of the text, and highlight big achievements through collaboration and conversation. Partnerships must remind each other to draw from multiple sources of information in their problem solving. Partners grow together while each reader adds to their toolkit of strategies. Doing the true work of a reading boss, one only gets stronger when working as a team.

As you assess your readers, use the data to respond to your specific student needs. Assessments like running records at each reader’s instructional level will help you understand how students are doing when they encounter trouble. The teacher may notice a reader relying on one cueing system more than another and encourage this student to use tools from other cueing systems. When the teacher notices these reading behaviors, one should develop targeted and specific reading instruction to support these readers in their development. The better the teacher knows their readers, the more tailored one’s instruction can be to meet the differentiated needs of all students.

## KEY UNDERSTANDINGS

### NEW JERSEY STUDENT LEARNING STANDARDS:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
  - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

**PREREQUISITE KNOWLEDGE AND SKILLS:**

- Students should be able to stop at the initial sign of trouble and employ a strategy
- Students should be able to use rereading when they are unsure of their comprehension
- Students should be able to practice reading with fluency
- Students should be able to work together as partnerships

**ENDURING UNDERSTANDINGS:**

- Reading workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- Text serves many purposes, including entertaining, informing and persuading.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text with harder words.

**ESSENTIAL QUESTIONS:**

- Why is it important to stop and think while we read?
- How do readers make sense of the words on a page?
- How can I help myself and my partner become a better reader?
- Why is it important to persevere (never give up)?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to...**

- Use strategies to take charge of their reading and problem solve
- Push themselves to read with stamina and vigor
- Apply more than one strategy to figure out tricky parts of text
- Check and self-monitor (looks right, sounds right, makes sense)
- Read with a partner to help with a variety of strategies
- Think about the story to solve tricky parts
- Use word parts to break up longer words
- Use analogies relating words that look similar
- Use sight words to increase fluent reading
- Reread to help their reading sound better and to monitor for understanding
- Visualize using the pictures and the words
- Use dialogue to increase comprehension
- Read with fluency and automaticity

**STUDENTS WILL BE ABLE TO:**

- Demonstrate mastery of spoken words, syllables, and sounds
- Apply grade-level phonics and word analysis skills in decoding words
- Recognize the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- Decode regularly spelled one-syllable words and two-syllable words following basic patterns
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Demonstrate the ability to read grade-level text with purpose and understanding
- Demonstrate the ability to read grade-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Ask and answer questions about key details in a text
- Retell stories with key details including characters, settings, and major events, and theme
- Recognize the importance of dialogue and Identify who is telling the story at various points in a text
- Use illustrations and details in a story to describe its characters, setting, or events
- Participate in shared, guided, partner and read aloud reading experiences

**ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING****FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Teacher observations

- Accountable talk

**SUMMATIVE ASSESSMENTS (All summative assessments listed are required)**

- Fountas and Pinnell Assessment
- Anecdotal notes of reading behaviors

**ALTERNATE ASSESSMENTS**

- Reading conference
- Recording of a student’s oral reading
- TC Assessments
- DRAs
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- DIBELS Progress Monitoring
- Wilson Foundations assessments

**LEARNING PLAN/INSTRUCTIONAL STRATEGIES**

**LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):**

Note: Refer to unit slideshow for distribution of sessions across days. Some sessions take more than one lesson per day.

**Shared Reading/Interactive Read Aloud**

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

**Bend 1: Readers Have Important Jobs to Do**

Session 1	<b><i>You Be the Boss! Readers Say, “I Can Do This!”</i></b> : In this session, you’ll teach students that when readers take charge of their reading, they stop at the first sign of trouble and then try something to solve the problem.
Session 2	<b><i>Readers Use Everything They Know to Solve a Word</i></b> : In this session, you’ll teach children that being in charge of their reading means using more than one strategy to figure out the hard parts, trying something and then something else to get the job done.
Session 3	<b><i>Readers “Check It!” to Self-Monitor</i></b> : In this session, you’ll teach students that after

	solving a tricky word, readers always do a triple-check, asking, “Does that make sense?” “Does that look right?” “Does that sound right?”
Session 4	<b>Readers Make a Plan:</b> In this session, you’ll teach students that readers who are in charge have big plans for their reading. They think, “What do I do <i>a lot</i> ? What can I do even <i>more</i> ?” and then they make a plan to be the best they can be.
Session 5	<b>Readers Get Help When They Need It:</b> In this session, you’ll teach students that they can call on their partners to help them use strategies and check their reading, especially when it’s really tough.

### **Bend 2: Readers Add New Tools to Read Hard Words**

Session 6	<b>Readers Think about the Story to Problem Solve Words:</b> In this session, you’ll teach students to think about what is happening in the story to help them problem solve a difficult word.
Session 7	<b>Readers Think about What Kind of Word Would Fit:</b> In this session, you’ll teach students that readers listen carefully as they read to consider what word might come next, thinking, “What kind of word would fit here?”
Session 8	<b>Readers Slow Down to Break Up Long Words:</b> In this session, you’ll remind readers to slow down to break up longer words part by part.
Session 9	<b>Readers Use Words They Know to Solve Words They Don’t Know:</b> In this session, you’ll teach students to use the strategy of analogy, solving a new word by recalling one that looks similar.
Session 10	<b>Readers Try Sounds Many Ways to Figure Out Words:</b> In this session, you’ll teach students that readers are flexible. They know that letters and groups of letters can make different sounds. You can say the word or the word part many ways to figure it out.
Session 11	<b>Readers Use Sight Words to Read Fluently:</b> In this session, you’ll remind students to read sight words in continuous text fluently, and to expand their repertoire of known words by rereading.

### **Bend 3: Readers Use Tools to Understand Their Books**

Session 12	<b>Readers Work to Understand, Rereading If They Don’t Get It:</b> In this session, you’ll teach students to monitor for meaning not only when they’re solving words, but also as they read across whole parts of longer, more challenging books, checking to make sure they understand each part of what they read, and rereading when they don’t get it.
Session 13	<b>Readers Make Mind Movies to Picture What’s Happening:</b> In this session, you’ll teach children to envision the scene as they read, using the pictures and words to make a movie

	in their mind.
Session 14	<b>Readers Keep Track of Who’s Talking as They Read:</b> In this session, you’ll teach students that to really understand your books, it’s important not just to pay close attention to the <i>actions</i> , but also to pay attention to the <i>dialogue</i> . Readers keep track of who’s talking as they read.
Session 15	<b>Readers Don’t Just Read Words, They Understand Words:</b> In this session, you’ll remind children how to stop and use clues in the illustrations and the text to infer the meanings of unfamiliar vocabulary, extending what they learned to do with nonfiction books to all the books they read.

#### Bend 4: Readers Use Everything They Know to Get the Job Done

Session 16	<b>Readers Use Everything They Know to Get the Job Done Quickly!:</b> In this session, you’ll teach students to use everything they know, drawing from their full repertoire of word-solving strategies, to tackle challenges with greater automaticity.
Session 17	<b>Readers Investigate Ways to Make Their Reading Sound Great:</b> In this session, you’ll guide students in noticing and naming what makes an audiobook sound engaging for the listener and then apply these same strategies to improve their fluency
Session 18	<b>Partners Work Together to Make Their Reading Sound Its Very Best:</b> In this session, you’ll teach students that to make your reading sound its very best, it helps to have an audience. Partners can work together to listen in and give tips, like “Reread this part again. Make it smoother.”

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**TEACHER NOTES**



**UNIT TITLE**

**Meeting Characters and Learning Lessons: A Study of Story Elements**

**CONTENT AREA:**

Reading

**GRADE LEVEL:**

1

**UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT**

**Unit 4; 4-6 weeks**

## UNIT FOCUS - SUMMARY OF UNIT

In this unit, readers will celebrate the essence of reading - going on adventures with characters through imagination and the power of storytelling. Students have worked hard all year on becoming “bosses” of their reading in the processes of decoding, reading fluency and comprehending texts. Books that incite feeling, imagination, and life lessons are the center of this unit. Readers pay attention to the plot elements of the stories and build skills that are essential to literal and inferential comprehension. The teacher will build excitement for the students to go on adventures to different places as they learn about the characters and gain life lessons to pass on to others.

To begin the unit, readers will learn to make predictions, determine importance, retell key events, and analyze characters. Students will reread to notice more details in the setting and characters while also working on fluency goals in pacing and prosody. As readers gain an understanding of how to track story events, using tools like Post-its, they begin to learn about what they can take away from these stories and share with others. Students will think about universal messages learned from the stories and use these lessons to compare and contrast texts. Readers will become inspired to share their opinions, along with the lessons they’ve learned, and make recommendations to others. Students become storytellers who can retell important events, feel connected to the characters, and share important lessons learned from the text.

As you assess your readers, pay attention to how students are displaying comprehension during the conversations they are having about their text. This unit begins with retelling and sequencing events, but then expands to more complex comprehension skills that include making inferences and interpreting a story’s message. Students will also display comprehension of the story through the way they read orally. Listen closely to the way your readers read with expression and feeling. You may utilize conversations during other components of your English Language Arts block, like Interactive Read Aloud and Shared Reading, to note which students may have trouble in these areas. Anecdotal notes from reading conferences, small group lessons, and running records will also help you gain an understanding of which skills need your focus.

## KEY UNDERSTANDINGS

### NEW JERSEY STUDENT LEARNING STANDARDS:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
  - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- 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.

**PREREQUISITE KNOWLEDGE AND SKILLS:**

- Students should be able to stop at the initial sign of trouble and employ a strategy
- Students should be able to use rereading when they are unsure of their comprehension
- Students should be able to practice reading with fluency
- Students should be able to work together as partnerships

**ENDURING UNDERSTANDINGS:**

- Reading workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- Text serves many purposes, including

**ESSENTIAL QUESTIONS:**

- How do readers get to know the characters in their book?
- How can we learn lessons from stories and characters?
- How can readers compare and contrast stories?

entertaining, informing and persuading.

- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text with harder words.

- How can we share books and stories we love with others?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to...**

- Preview and predict to get ready for reading
- Retell major events of a story
- Notice qualities of characters that will help build understanding of the story
- Reread to help their reading sound better and to monitor for understanding
- Visualize using the pictures and the words
- Act out a story by showing characters' feelings through actions and words
- Use dialogue to increase comprehension
- Discover life lessons taught in a story
- Compare and contrast fiction stories and lessons
- Form opinions about books and share those opinions with others
- Read with fluency and automaticity

**STUDENTS WILL BE ABLE TO:**

- Demonstrate mastery of spoken words, syllables, and sounds
- Apply grade-level phonics and word analysis skills in decoding words
- Demonstrate the ability to read grade-level text with purpose and understanding
- Demonstrate the ability to read grade-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Ask and answer questions about key details in a text
- Retell stories with key details including characters, settings, and major events, and theme
- Recognize the importance of dialogue and Identify who is telling the story at various points in a text
- Use illustrations and details in a story to describe its characters, setting, or events
- Identify words and phrases in stories that suggest feelings or appeal to the senses
- Recognize similarities and differences between the actions and experiences of characters in stories
- Participate in shared, guided, partner and read aloud reading experiences

**ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**

**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Running records
- Listening comprehension assessments
- Teacher created performance assessment

- Reader’s notebook/writing about reading
- Teacher observations
- Accountable talk

**SUMMATIVE ASSESSMENTS (All summative assessments listed are required)**

- Fountas and Pinnell Assessment
- Anecdotal notes of reading behaviors
- LinkIt Reading Assessment
- Required Gr. 1 End-of-Year Assessments

**ALTERNATE ASSESSMENTS**

- Reading conference
- Recording of a student’s oral reading
- TC Assessments
- DRAs
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- DIBELS Progress Monitoring
- Wilson Foundations assessments

**LEARNING PLAN/INSTRUCTIONAL STRATEGIES**

**LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):**

Note: Refer to unit slideshow for distribution of sessions across days. Some sessions take more than one lesson per day.

**Shared Reading/Interactive Read Aloud**

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

**Bend 1: Going on Reading Adventures**

Session 1 (1-2 days suggested)	<b>Readers Preview Stories to Get Ready for Reading Adventures:</b> In this session, you’ll remind children to take a sneak peek before they read to get ready for each new reading adventure.
Session 2	<b>Readers Use the Storyline to Predict:</b> In this session, you’ll teach readers to use what is

	happening in the story to predict what will come next.
Session 3	<b>Readers Retell to Retain the Story:</b> In this session, you'll encourage children to mark important parts in their books to retell and retain the story.
Session 4 (1-2 days suggested)	<b>Readers Revisit Books to Notice More:</b> In this session, you'll remind children of the importance of rereading, teaching them to reread to notice new details in their stories.
Session 5 (1-2 days suggested)	<b>Readers Reread to Notice Pages that Go Together:</b> In this session, you'll teach children that when readers reread they might notice patterns in the important events.

### Bend 2: Studying Characters in Books

Session 6	<b>Learning about the Main Character:</b> In this session, you'll remind students that characters are the most important ingredient in any story, and that when readers go on reading adventures, they pay attention to details to learn all they can about the characters they meet along the way.
Session 7	<b>Readers Learn about Characters by Noticing Their Relationships:</b> In this session, you'll teach children that to get to know a character better, it helps to pay attention to the relationships in the story.
Session 8	<b>Rereading to Learn More about Characters:</b> In this session, you'll teach students that readers reread not only to see new things about the story, but to learn more about the characters as well.
Session 9	<b>Readers Become the Character:</b> In this session, you'll teach students that when books take you on reading adventures, you don't just <i>follow</i> the character. You practically <i>become</i> the character. You can change your voice to show what the character is feeling and bring the character to life.
Session 10	<b>Characters' Feelings Change, and So Do Readers' Voices:</b> In this session, you'll teach students that readers can expect that a character's feelings will change across the story and that they'll need to adapt their reading voices to show these changes.
Session 11 (1-2 days suggested)	<b>Clues Help Readers Know How to Read a Story:</b> In this session, you'll teach children that authors leave clues in their stories that help readers know <i>how</i> to read so they can bring the characters to life.
Session 12	<b>Readers Reread to Smooth out Their Voices and Show Big Feelings:</b> In this session, you'll remind students that readers reread to see new details, and to learn more about the characters, but they also reread to make their voices smoother.

### Bend 3: Learning Important Lessons

Session 13	<b>Readers Make Mind Movies to Picture What's Happening:</b> In this session, you'll teach readers to notice the lessons in their books by paying attention to what the character learns when a problem gets solved.
Session 14	<b>Readers Always Keep Life Lessons in Mind:</b> In this session, you'll teach children that readers think about life lessons all the time - even before they start a new book - and they use those thoughts to read differently, thinking right from the start about what lesson the book might teach.
Session 15	<b>Readers Make Comparisons:</b> In this session, you'll teach children that readers compare and contrast books by asking, "What's the same? What's different?"
Session 16	<b>Readers Group Books by the Lessons They Teach:</b> In this session, you'll teach children that as readers compare books, they think about categories and begin to group stories that teach similar lessons.

### Bend 4: Growing Opinions About Books

Session 17	<b>Readers Share Their Opinions about Books:</b> In this session, you'll teach students that readers who know books will have strong opinions. And readers don't keep those opinions to themselves.
Session 18	<b>Readers Rehearse What They Will Say:</b> In this session, you'll teach students that just as rereading helps to make your reading voices smoother, rehearsing helps to make your speaking voices smoother.

#### OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

#### INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

### STATE REQUIREMENTS

#### AMISTAD AND HOLOCAUST INTEGRATION:

**Texts that are appropriate include -**

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

#### **Additional resources:**

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

#### **21ST CENTURY SKILLS AND CAREER READY PRACTICES:**

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices  
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy  
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- 9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**P21 FRAMEWORK (Partnership for 21st Century Learning):**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

**SEL Learning Activities:**

- Learning activities in this unit that support SEL competencies and sub-competencies include partner reading, partner conferences, goal setting, and self-awareness and self-management.
- Suggested texts to support these SEL competencies and sub-competencies could include:  
*Jabari Jumps*, by Gaia Cornwall  
*The Good Egg*, by Jory John  
*The Girl Who Never Made Mistakes*, by Gary Rubinstein and Mark Pett  
*Farmer Duck*, by Martin Waddell

**INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**  
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.  
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**  
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**GLOBAL THINKING:**

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately

portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**  
<https://www.learningforjustice.org/frameworks>  
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

## RESOURCES

### CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Meeting Characters and Learning Lessons - Unit of Study* by Lucy Calkins, Elizabeth Franco
- Columbia Teachers College Pacing Guide
- Suggested Mini-Lesson texts including -  
*Iris and Walter and the Field Trip*, by Elissa Haden Guest  
*Mr. Putter & Tabby: Drop the Ball*, by Cynthia Rylant and Arthur Howard  
*The Good Egg*, by Jory John  
*Ish*, by Peter H. Reynolds
- Suggested Read Aloud and Shared Reading texts including -  
*Upstairs Mouse, Downstairs Mole*, by Wong Yee  
*George and Martha: One More Time*, by James Marshall
- Unit anchor charts and strategy post-its
- Classroom word wall
- Classroom library fiction texts
- Post-it notes (enough for each student to use for multiple sessions)
- Materials for audiobook recordings
- Reader's Theater scripts
- TC Grade 1 Unit 4 Meeting Characters and Learning Lessons slides
- TC Grade 1 Unit 4 Meeting Characters and Learning Lessons lesson plans
- [www.heinemann.com](http://www.heinemann.com) - "My Online Resources"

- <https://readingandwritingproject.org/> - Create or use your login for access to the “Resource Center” which includes assessments, curriculum calendars, test prep units, videos and PD.

#### **HUMAN AND PROFESSIONAL RESOURCES**

- Principal and/or Curriculum Director
- Reading specialist(s)
- Colleague modeling
- Learning and Disabilities Teacher Consultant (LDTTC)
- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- “From Phonics to Fluency” by Tim Rasinski - Teacher resources can be found here:  
[http://www.timrasinski.com/presentations/IRA07Tim\\_Rasinski\\_2.pdf](http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf)

#### **TEACHER NOTES**



## English Language Arts Course Overview

The focus of the English Language Arts (ELA) curriculum is to provide students with the ability to effectively communicate their ideas through reading, writing, speaking, listening, and technology literacy. Our program is based on the balanced/structured literacy model and includes reading workshop, writing workshop, word study, and integrated technology literacy instruction.

In reading, our program encompasses a wide selection of fiction and nonfiction texts. Reading instruction includes phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension lessons. Teachers accommodate students' varying needs through their use of individual conferences, guided reading, shared reading, interactive read alouds, and small strategy groups.

Writing Workshop is a methodology allowing teachers to accommodate students' needs by tailoring their instruction through shared writing, guided writing, individual writing conferences and small strategy groups. Students use the writing strategies presented in the Berkeley Heights units to compose narrative, explanatory and opinion pieces. Students also use the writing process to construct meaning. The teaching of grammar and mechanics is integrated with the teaching of writing.

In grades K-2, literacy centers are also an important part of the ELA block. Center based teaching and learning is a curriculum approach that is developmentally appropriate, incorporates active learning, and includes evidence-based teaching strategies in the areas of language/literacy learning.

Word study is an important part of the balanced/structured literacy program. The general term "word study" encompasses three parts, that is, spelling, phonics, and vocabulary instruction. Students learn how to identify and sort text features according to their developmental level. Our word study program is differentiated as students are pre-assessed to determine where they fall on the word study continuum and receive instruction based on their needs.

Handwriting is a part of our ELA program, and students are taught to form printed letters in the early grades, and script in the later elementary grades. Handwriting is linked to basic reading and spelling achievement. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

Assessments are an important part of the instructional program. Teachers use the Fountas and Pinnell Benchmark Assessment, Dibels, and running records to determine the reading level of students and also to monitor progress. Teachers assess writing using pre and post assessments as well as with the many writing products they compose throughout the year. Spelling inventories and weekly tests are

used to monitor student progress with word study.

### **Standards**

Berkeley Heights Public Schools' curricula meets all New Jersey Student Learning Standards (NJSLs).

### **Best Practices in Reading Instruction**

Reading instruction is intended to be a major part of a balanced/structured literacy program. Reading instruction must include five main pillars: phonemic/phonological awareness, phonics, fluency, vocabulary, and comprehension. (National Reading Panel.) The first four pillars are foundations, all leading to the ultimate goal of reading, that is, comprehension and a lifelong love of reading.

### **Reading Workshop Overview**

A reading workshop approach to instruction recognizes that "one size does NOT fit all." When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to:

- address each child's individual learning
- teach strategies students will use on a regular basis
- support small-group work and conferring, with multiple opportunities for personalizing instruction
- tap into the power of welcoming, learning community
- facilitate partnerships, encourage collaboration and accountable talk
- help students to be actively engaged so that teachers are able to coach individuals and lead small groups.
- build self-reflection and goal-setting
- provide choice and assessment-based learning into the very design of the curriculum

### **Components of Reading Workshop in a Balanced/Structured Literacy Classroom**

#### **Shared Reading/Interactive Read Aloud (with accountable talk):**

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher choices and student

preference. Accountable talk and interaction between teacher and students, and among the students themselves is an important part of the read aloud and shared reading blocks.

**Minilessons and Independent Work Time:**

The reading workshop opens with a mini lesson. After approximately ten minutes, students turn to their ongoing reading work. Every reader has work to do, and that work grows out of assessments, coaching, mini lessons, and goals.

**Small Group Differentiated Instruction and Conferences:**

As students are engaged in independent reading workshop time, teachers will spend time teaching into each student's zone of proximal development, addressing the needs and goals of each child. This should be done by way of conferences, strategy groups, or through guided reading groups.

**Mid-workshop Teaching:**

This is an optional part of the workshop, and can be used to highlight a student or reiterate the teaching point. In the earlier grades, it is a great time to redirect, and remind students of the goal/objective/teaching point for the day.

**Partnerships and Book Clubs:**

Depending on the unit, there are times when students will work with their ability-based partners, and other times when students will work in groups of 3-4 to form a book club. Partner/Book Club time is designed to have students:

- Create a plan
- Talk together
- Look at each other and listen to each other
- Help each other/collaborate

**Share:**

The workshop ends with a small amount of time for readers to collaborate and share their thinking/learning. This sharing can take place with partners, in book clubs, or as a whole group.

**Word Study:**

Word Study is part of the literacy block, and should provide time for the teaching of phonological/phonemic awareness, phonics, spelling, and vocabulary.

**Fluency Instruction:**

Reading fluency is the ability to read accurately, smoothly and with expression. It is part of the five pillars of reading instruction (which includes phonemic/phonological awareness, phonics, vocabulary and comprehension.) Fluent readers recognize words automatically, without struggling over decoding issues, and they sound natural while reading, as if they're speaking. Fluency is important because it's a bridge between word recognition and comprehension. Fluency instruction might include choral reading, echo reading, partner reading, repeated readings, and reader's theater.

**Assessment:**

Assessment must be ongoing via formative and summative assessments. A variety of assessments are used and include (but are not limited to): concepts about print, literacy continuum stages (learning progressions), letter-sound identification, phonics/decoding strategies, fluency, spelling inventory, high-frequency words, running records, conferences, small-group anecdotal notes, book logs, comprehension checks, and writing about reading.

In addition, Berkeley Heights will use universal reading assessments including Fountas and Pinnell benchmarks, LinkIt! Benchmarks, and iReady assessments.