



Grade 1

Reading Curriculum

Oradell Public School District
Oradell, NJ

2023

The [Grade 1 Reading Curriculum](#) was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the inclusion of connections of Social-Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

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Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington, 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading Workshop
- Read-Aloud
- Shared Reading
- Guided Reading
- Writing Workshop
- Interactive Writing
- Shared Writing
- Word Study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the minilesson. During the link portion of the

minilesson, the teacher reminds students about the strategies they can use while they are reading.

Read Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions, 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning needs) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in

a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Minilesson

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson, 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets students' needs as a writer (Anderson, 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

© is the symbol for Teaching Point. © is the symbol for Instructional Goal.
© 2005 by Carl Anderson from *Assessing Writers*, Heinemann, Portsmouth, NH.
© 2009 by Heinemann, Portsmouth, NH. ISBN 978-1-934002-10-0

14 Strategic Writing Conferences: Teacher's Guide

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students are struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skills taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teachers and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st Grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about the many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word Study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students don't need to learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 3-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* while students in grade 2 will use the *Sadlier Vocabulary Workshop Book: Purple* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano, 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-Based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A

teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson, 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Suggested Pacing Guide for Reading & Writing Units Grade One

Unit	Approximate Months	Reading Unit	Writing Unit	Phonics	Grammar Skills
1	Sept-Oct	Launching Reading Workshop: Building Good Reading Habits	Launching Writing Workshop and Small Moments	Foundations Level 1 Unit 1 Weeks 1-3 Unit 2 Weeks 1-4	-Print letters -Punctuation -Phonetic spelling
2	Oct-Nov	Word Detectives Use All They Know to Solve Words	INFORMATION How-to Books	Foundations Level 1 Unit 3 Weeks 1-2 Unit 4 Weeks 1-2 Unit 5 Week 1	-Basic commas -Common spelling -Verbs
3	Nov-Dec	NONFICTION: Learning About the World	INFORMATION Expert Books	Foundations Level 1 Unit 6 Weeks 1-3 Unit 7 Weeks 1-3	-Nouns -Adjectives
4	Jan-Feb	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension	OPINION Book Reviews	Foundations Level 1 Unit 7 Weeks 1-3 Unit 8 Weeks 1-2	-Conjunctions produce and expand sentences -Capitalize dates and names
5	Feb-March	Avid Readers	OPINION Writing About our Community	Foundations Level 1 Unit 9 Weeks 1-2 Unit 10 Weeks 1-3	-Personal, possessive, and indefinite pronouns -Prepositions
6	April-May	FICTION: Meeting Characters and Learning Lessons	NARRATIVE Writing Fiction	Foundations Level 1 Unit 11 Weeks 1-3 Unit 12 Weeks 1-3	-Verbs convey tense -Nouns and verbs match
7	May-June	FICTION: Studying Characters and Their Stories	Independent Writing Projects Across the Genres	Foundations Level 1 Unit 13 Weeks 1-3 Unit 14 Weeks 1-2	-Determiners review of grammar

Note: Highlighted activities indicate **Holocaust Awareness** or **Amistad Commission** or **Asian American and Pacific Islander** legislation related activities.

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First Grade Reading Curriculum

Unit 1: Launching Reading Workshop: Building Good Reading Habits

Unit Overview

This unit will prepare students for first grade Reader’s Workshop by teaching behaviors and strategies they will need to read independently, as part of a class, and with a partner. They will learn to set goals and build stamina. In bend one of the unit, students will review reading strategies/behaviors learned in Kindergarten and learn to set goals as well as increase stamina and volume of books read. In bend two of the unit students will learn how to visualize, predict, and monitor for understanding. In bend three of the unit partners will work in partnerships to have productive, meaningful conversations across books. Each bend includes skills that students should acquire by the end of the unit, paired with strategies to effectively execute each skill. Throughout this unit, suggested notebook entries should be used intermittently in order to assess students’ understanding and synthesize skills. These notebook entries can be used as a formal or informal assessment at any time during the unit. Teachers College Assessment of Independent Reading Levels can also be use throughout the unit to assess student progress, deficits and guided reading level. Read alouds may be integrated throughout this unit to preview minilessons that are approaching or to review minilessons that were previously taught. *Chrysanthemum* by Kevin Henkes and *Ish* by Peter Reynolds are great introductory read alouds that focus on elements of a story such as characters, problem and solution, setting, kindness, and beginning of the school year. These texts, among others, can be used more than once for various teaching points throughout the unit.

Enduring Understandings

Readers will:

- Call on familiar habits at the beginning, middle, and end of a book.
- Build reading stamina.
- Draw on all they know in order to work hard to solve tricky words.
- Draw on their growing repertoire of ways to read with partners.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">● TCRWP Assessment for Independent Reading Levels● Benchmark Assessments● DIBELS● Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)
Possible Reading Notebook Entries
<ul style="list-style-type: none">● My favorite place to read is...● My reading goal is...● What bad habit will you drop?● What makes a good reading partner?● Stamina Tracker

Standards (NJSLs) Addressed in this Unit

Reading Literature

- 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.1.5. 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.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Reading Informational Text

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Reading Foundational Skills

- 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.
 - 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.
- 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.

Writing

- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Speaking & Listening

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

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

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

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

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

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

Language

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

Computer Science and Design Thinking

8.1.2.DA.3: Identify and describe patterns in data visualizations.

- Setting goals and tracking data on bar graph to monitor reading goals

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

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

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

Unit 1: Launching Reading Workshop: Building Good Reading Habits

Suggested Teaching Points

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Unit 1/Bend 1: Habits for Reading Long and Strong

Readers will create good reading habits by...

- Getting their minds ready by previewing the text before diving into the work of reading the words.
- Rereading, thinking back, or talking about a book when finished reading.
- Choosing a good reading spot.
- Whisper reading.
- Reading more and more to help strengthen their reading muscles.
- Keeping track of reading volume with a reading mat.
- Setting goals to read more and more to help build stamina.
- Holding self accountable for goals by tracking progress through bar graphs.
- Rereading to make their reading voices smoother.
- Tracking with their eyes, not fingers, and reading in phrases, not word by word.
- Rereading to find new details and develop new understandings.
- Being a book lover not a book bully.
- Using the classroom leveled library for book shopping.

Unit 1/Bend 2: Habits for Tackling Even the Hardest of Words

Readers tackle hard words by...

- Previewing pictures prior to reading and using picture clues to figure out what word might make sense.
- Acknowledging their bad reading habits so they can drop them and to remember to use the good habits they've learned for solving tricky words.
- Looking at all parts of a word to figure it out, not just the beginning of a word.
- Using meaning and picture clues to consider words that would make sense.
- Checking to be sure that their reading makes sense and looks right.
- Using multiple strategies and not giving up.
- Using what they know about letters and sounds, particularly short and long vowels, to solve words.

Unit 1/Bend 3: Partners Have Good Habits, Too!

Readers build good habits with reading partners by...

- Introducing a book to each other at the beginning.
- Coaching each other to use good reading habits to solve tricky words in books, instead of just telling each other what the word says.
- Staying with their books at the end and using good reading habits to talk with each other about their reading.
- Celebrating the good habits readers have developed by helping partners to set goals for the year ahead.
- Repeating back to your partner what you heard them say, paraphrasing and adding your own thoughts.

Unit Specific Vocabulary

stamina, picture clues, schema, goals, preview, fluency, guided reading, just right level, book shopping, conference

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model just right book selection process.
- Model productive and engaging partner talk.
- Model Five Finger retell.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Decode tricky words by using the reading strategies posters.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's 504 plan goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model just right book selection process.
- Model productive and engaging partner talk.
- Model Five Finger retell.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Decode tricky words by using the reading strategies posters.

- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model just right book selection process.
- Model productive and engaging partner talk.
- Model Five Finger retell.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Use modeling, role playing, and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Model fluency, intonation, and inflection while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model just right book selection process.
- Model productive and engaging partner talk.
- Model Five Finger retell.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Provide choices of leveled books.
- Include hands-on activities.
- Decode tricky words by using the reading strategies posters.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Ollie the Stomper by Olivia DunReva

Ish by Peter Reynolds

Rocket Learns to Read by Tad Hills

Chrysanthemum by Kevin Henkes

Professional Resources

Units of Study for Teaching Reading, Building Good Reading Habits, Grade 1, Unit 1 by Lucy Calkins & Elizabeth Dunford Franco

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Wilson Foundations Level 1 Kit

[*Wilson Foundations Scope and Sequence*](#)

Unit 2: Word Detectives Use All They Know to Solve Words

Unit Overview

This unit will teach students strategies to understand and figure out words so that they are able to read more challenging books. It will also review strategies from Kindergarten (referred to as “sidekicks”.) The ultimate goal for students is to become active problem solvers while reading. In Bend One of the unit, students will use strategies to figure out hard and new words while reading. In Bend Two of the unit, students will use what they know about letters, sounds, patterns, and trick words to decode. In Bend Three of the unit, the teacher will introduce the concept of fluency to students. Through modeling, partner reading, and rereading, students will begin to develop their fluency skills. Students will revisit fluency and learn more strategies for decoding in Unit 4.

Enduring Understandings

Readers will:

- Decode by using a variety of strategies.
- Become flexible word solvers.
- Read with increasing fluency.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">• TCRWP Assessment for Independent Reading Levels• Conferring Notes: daily observation of students' participation and conversation with partners• Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)• Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)• DIBELS
Suggested Reading Notebook Entries
<ul style="list-style-type: none">• Decoding strategies (for reference)• What decoding strategy did you use to figure out a tricky word?• What decoding strategy helps you the most?• Fluency Self Checklist

Standards (NJSLs) Addressed in this Unit

Reading Literature
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.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
Reading Informational Text
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.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Reading Foundational Skills

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.

Writing

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

Speaking & Listening

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

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

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

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

Language

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

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

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

- During partner work when reading

Unit 2: Word Detectives Use all They Know to Solve Words

Suggested Teaching Points

Unit 2/Bend 1: Detectives Have Many Different Ways to Solve Words

Readers work hard to decode by...

- Defining detectives and becoming one.
- Identifying tricky words:
 - Readers don't just ignore them and keep on reading.
 - They STOP and use strategies.
 - Readers use the design process, including algorithms (rules) to try out strategies using what they know about letters, letter sounds, and word patterns.
- Reviewing a variety of strategies (learned in Kindergarten):
 - Eagle Eye (Use picture clues.)
 - Lips the Fish (Say the beginning sound.)
 - Stretchy Snake (Stretch out each sound in the word.)
 - Chunky Monkey (Look for a chunk that you know.)

	<ul style="list-style-type: none"> ○ Flippy Dolphin (Try the short vowel sound and then the long vowel sound. Which one makes sense?) ○ Skippy Frog (Skip the word and read the rest of the sentence. Hop back and read the word again.) ○ Tryin Lion (Try to read the sentence again. Try a word that makes sense.) ● Stopping on each page to make sure their reading is making sense.
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Unit 2/Bend 2: Readers are Flexible Problem Solvers

<i>Readers will become flexible word solvers by...</i>	<ul style="list-style-type: none"> ● Being resourceful, trying one strategy after another. ● Marking a tricky place and moving on, coming back to the tricky part later. ● Working with their reading partners to help each other through tricky parts without doing all the work for each other. ● Using anchor charts, asking questions and trying strategies with a reading partner.
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Unit 2/Bend 3: Rereading to Make Our Reading Sound Like Talking

<i>Readers make their reading sound like talking by...</i>	<ul style="list-style-type: none"> ● Reading a book three times. You can read through your book the first time trying to get the tricky words right, a second time to make your voice sound smooth, and a third time looking for places that are fun and interesting that you want to share with your reading partner. ● Rereading to make their reading sound smooth, for example, read like you're talking to a friend, not like a robot. ● Keeping a good pace, not too quickly and not too slowly. ● Reading the right words. ● Paying close attention to punctuation as they read and changing their voice to match it.
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Unit Specific Vocabulary

detective, schema, decode, strategy, reread, fluency, strategy, guided reading, conference, chunking

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

<ul style="list-style-type: none"> ● Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels. ● Refer to student's IEP goals and modifications. ● Use preferential seating.
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- Ask students to recall what they already learned in ways that activate their prior knowledge of word attack skills.
- Provide direct instruction and modeling on using reading strategies posters.
- Provide the reading decoding strategies posters for students to refer to as reading.
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Include hands-on activities.
- Provide individual copies of books that will allow students to practice using reading strategies.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's 504 plan goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge of word attack skills.
- Provide direct instruction and modeling on using reading strategies posters.
- Provide the reading decoding strategies posters for students to refer to as reading.
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Include hands-on activities.
- Provide individual copies of books that will allow students to practice using reading strategies.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge of word attack skills.
- Provide direct instruction and modeling.
- Provide the reading decoding strategies posters for students to refer to as reading.
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and track plot.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Include hands-on activities.
- Provide individual copies of books that will allow students to practice using reading strategies.

- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student’s learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge of word attack skills.
- Provide direct instruction and modeling on using reading strategies posters.
- Provide the reading decoding strategies posters for students to refer to as reading.
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Include hands-on activities.
- Provide individual copies of books that will allow students to practice using reading strategies.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Allow for independent study.
- Provide additional resources to develop and deepen levels of understanding.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:

- Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Hang on, Monkey! by Susan Neuman

Biscuit Books

Yo! Yes! by Chris Rashka

Elephant and Piggie Series by Mo Willems

Professional Resources

Units of Study for Teaching Reading, If...Then... Curriculum by Lucy Calkins & Elizabeth Dunford Franco

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Wilson Foundations Level 1 Kit

[Wilson Foundations Scope and Sequence](#)

Unit 3: Nonfiction: Learning About the World by Reading Informational Texts

Unit Overview

This unit will help students apply all they know about reading to nonfiction texts. Teachers will guide students on how to approach nonfiction text as well as study text features to understand content specific words and learn more about a topic. As the unit progresses, it is important to support readers in their knowledge of vocabulary as well as their ability to word solve. In Bend One of the unit, students will learn basic ways to approach informational books and how to navigate through various text features. They will use knowledge from sneak peeks, stop and study a page to find more details and information, slow down in their reading to name what might come next, discuss pages and infer what has already occurred or will happen afterward. They will reread to remember the whole book and how the parts piece together. Students will understand that expression and fluency assist in the ability to comprehend and recall information from their books. In Bend Two, students will learn how to take on new words in content areas by being persistent, using decoding strategies, slowing down to check for accuracy, identifying new words, thinking about what they mean, and understanding keywords in nonfiction. In Bend Three, students will learn how to gather as much information as they can from the words and pictures by utilizing nonfiction text features. In Bend Four readers will learn all about a new topic in their reading clubs.

Enduring Understandings

Readers will:

- Become familiar with nonfiction text.
- Use decoding strategies to tackle hard words.
- Recognize informational text features.
- Read informational texts like experts.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">• TCRWP Assessment for Independent Reading Levels• Conferring Notes: daily observation of students' participation and conversation with partners• Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)• Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
Suggested Reading Notebook Entries
<ul style="list-style-type: none">• Nonfiction Text Features (for reference)• What is something you learned from reading this book?• What is a text feature you noticed in this book?• How can you tell the difference between fiction and nonfiction books by looking at the cover?• Which part of the book did you find most interesting?

Standards (NJSLs) Addressed in this Unit

Reading Literature

RL.1.1. Ask and answer questions about key details in a text.
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.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Reading Informational Text

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.1.4. 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.

Reading Foundational Skills

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.1.4. 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.

Writing

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

Language

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

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

Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

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

Unit 3 Nonfiction: Learning About the World by Reading Informational Text

Suggested Teaching Points

Unit 3/Bend 1: Getting Smart on Nonfiction Topics

Readers become familiar with nonfiction books by...

- Using knowledge from sneak peeks to learn about new topics.
- Stopping and studying a page to find more details and information.
- Slowing down in their reading to name what might come next.
- Discussing pages and inferring what has already occurred or will happen afterward.
- Rereading to remember the whole book and how the parts connect.
- Understanding that expression, and fluency assist in the ability to comprehend and recall information from their books.

Unit 3/Bend 2: Tackling Super Hard Words in Order Keep Learning

Readers tackle hard words by...

- Being persistent. Review decoding strategies and which would be best to use while reading nonfiction texts.
- Slowing down to check that a word looks right and then rereading to check that it makes sense.
- Identifying new words by saying the word as best as they can and then thinking about what the word means.
- Understanding key words and how they help readers think and talk about the information in their books.
- Rereading a single page in different ways to figure out how the pages should sound.

Unit 3/Bend 3: Nonfiction Text Features

Readers will recognize text features by...

- Utilizing headings and subheadings to preview a text.
- Using the table of contents to preview a text.
- Looking closely at photographs, captions and labels.
- Identifying diagrams and maps.
- Locating bold words and keywords in a nonfiction text.
- Locating the index and glossary in a nonfiction text.

Unit 3/Bend 4: Reading Like Experts

Readers read like experts by...

- Noticing interesting things in the book that are worth sharing.
- Using post-its to mark favorite parts.
- Asking themselves, “what is this teaching me?”
- Predicting, “I bet this next page will teach me..”
- Practicing reading interesting parts with an expressive voice.
- Pointing out key words as they read.

Unit Specific Vocabulary

recognize, heading, subheading, table of contents, photograph, caption, label, diagram, map, bold words, key words, index, glossary, compare, contrast, text features, nonfiction, persistence

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard.
- Provide definitions and examples of nonfiction features.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard.
- Provide definitions and examples of nonfiction features.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard.
- Provide definitions and examples of nonfiction features.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide students with their own copies of the text that they can read independently and track plot.

- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Model fluency, intonation, and inflection while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard.
- Provide definitions and examples of nonfiction features.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Model fluency, intonation, and inflection while reading poetry.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Allow for independent author studies.
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Flap and Sing: Birds by Ian Douglas

What Do You See? A Book About Seasons by Sara Shapiro

Frogs! by Elizabeth Carney

Super Storms by Seymour Simon

Professional Resources

Units of Study for Teaching Reading, Learning About the World: Reading Nonfiction, Grade 1, Unit 2 by Lucy Calkins & Elizabeth Dunford Franco

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Wilson Foundations Level 1 Kit

[Wilson Foundations Scope and Sequence](#)

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Unit 4: Readers Have Big Jobs To Do: Fluency, Phonics, and Comprehension

Unit Overview

Now that the major reading strategies have been introduced, it is time to take the “training wheels” off and teach students how to strengthen their strategies and comprehension even more. Bend One of the unit will grow the readers’ ability to monitor their reading and take action whenever they encounter problems. Bend Two will focus on assisting readers in developing efficient word solving strategies. Finally, Bend Three will help to guide students as they maintain comprehension in longer texts. The last bend of the unit allows the students to put all of these skills together so that they can read with fluency.

Enduring Understandings

Readers will:

- Build confidence by taking charge of their reading while reinforcing strategies.
- Use decoding strategies to tackle difficult words.
- Comprehend texts by creating mental images, tracking dialogue, retelling, and using schema.
- Fluently read many texts.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

Suggested Reading Notebook Entries

- How are you the boss of your reading?
- As you're reading, record sneaky sounds that you find in your books.
- Before reading your book today, jot down your prediction.
- Draw a picture of what you see while the teacher reads a story/poem.

Standards (NJSLs) Addressed in this Unit

Reading Literature

- 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.

Reading Informational Text

- 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.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RL.1.6. Identify who is telling the story at various points in a text.

Reading Foundational Skills

- 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. 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.

Writing

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language

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

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

Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

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

Unit 4 Nonfiction: Learning about the World through Nonfiction Text

Suggested Teaching Points

Unit 4/Bend 1: Readers Have Important Jobs to Do

Readers will build confidence by...

- Taking charge of their reading:
 - Readers stop at the first sign of trouble and try to solve the problem.
 - Readers use more than one strategy to figure out the hard parts, trying strategy after strategy to get the job done.
- Solving a tricky word by triple checking and asking, “Does it make sense?”, “Does it look right?”, “Does it sound right?”
- Reflecting on strategies they use and making a plan to be the best readers they can be.

	<ul style="list-style-type: none"> • Calling on their partners to help them use strategies and checking their reading, especially when it's really tough. • Creating a class poster that sets reading goals for each student. <i>Units of Study for Teaching Reading, Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension, Grade 1, Unit 3</i> by Lucy Calkins & Elizabeth Dunford Franco page 34
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Unit 4/Bend 2: Readers Add New Tools to Read Hard Words

Readers tackle hard words by...	<ul style="list-style-type: none"> • Thinking about what is happening in the story to figure out words. • Listening carefully as they read to consider what word might come next, thinking, "what kind of word would fit here?" • Slowing down to break up longer words, part by part. • Recalling a word that looks similar to figure out a new word. • Using what they know about letter combinations and trying many words to get the words right. • Reading sight words fluently. • Making word attempts that make sense by thinking, "what could that word be? What else makes sense here? If all options make sense, let's check the letters." (<i>The Reading Strategies Book</i>, page 88). • Looking carefully at both the beginning and the end of the word (<i>The Reading Strategies Book</i>, page 92).
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Unit 4/Bend 3: Readers Add Tools to Understand Their Books

Readers comprehend text by...	<ul style="list-style-type: none"> • Checking to make sure they understand each part and rereading when they don't get it. • Envisioning the scene as they read, using the pictures and \ words to make a movie in their mind. • Keeping track of dialogue as they read. • Using 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. • Retelling the story elements and mentioning characters, setting, problem, solution, beginning, middle and end.
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Unit 4/Bend 4: Readers Use Everything They Know to Get the Job Done

Readers read fluently by...	<ul style="list-style-type: none"> • Using a full repertoire of word-solving strategies automatically. • Naming what makes an audiobook engaging for listener and applying these same strategies to improve fluency. • Giving feedback to a partner to improve fluency.
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Unit Specific Vocabulary

visualization, inferences, fluency, retelling, beginning, middle, end, problem, solution

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use HoverCam to model and highlight strategies for visualizing.
- Model how to read a tricky word by triple checking and asking, "Does it make sense?", "Does it look right?", "Does it sound right?"
- Provide students with their own copies of the text that they can read independently to retell the story using story elements.
- Provide opportunities for students to turn and talk.
- Use modeling, role play, and cuing.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's 504 plan goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use HoverCam to model and highlight strategies for visualizing.
- Model how to read a tricky word by triple checking and asking, "Does it make sense?", "Does it look right?", "Does it sound right?"
- Provide students with their own copies of the text that they can read independently to retell the story using story elements.
- Provide opportunities for students to turn and talk.
- Use modeling, role play, and cuing.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use HoverCam to model and highlight strategies for visualizing.
- Model how to read a tricky word by triple checking and asking, "Does it make sense?", "Does it look right?", "Does it sound right?"

- Provide students with their own copies of the text that they can read independently to retell the story using story elements.
- Provide opportunities for students to turn and talk.
- Use modeling, role play, and cuing.
- Model fluency, intonation, and inflection while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use HoverCam to model and highlight strategies for visualizing.
- Model how to read a tricky word by triple checking and asking, “Does it make sense?”, “Does it look right?”, “Does it sound right?”
- Provide students with their own copies of the text that they can read independently to retell the story using story elements.
- Provide opportunities for students to turn and talk.
- Use modeling, role play, and cuing.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Allow for independent study to accelerate learning based on learning progressions.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:

- Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Frog and Toad are Friends by Arnold Lobel
The Dinosaur Chase by Hugh Price
Zelda and Ivy: The Runaways by Laura McGee Kvasnosky
Elephant and Piggie Series by Mo Willems
A Bad Case of the Stripes by David Shannon
Deep in the Refrigerator Jack Prelutsky
My Neighbor’s Dog is Purple by Jack Prelutsky

Professional Resources

Units of Study for Teaching Reading, Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension, Grade 1, Unit 3 by Lucy Calkins & Elizabeth Dunford Franco
The Reading Strategies Book by Jennifer Serravallo
Scholastic Leveled Bookroom 4.0
Wilson Foundations Level 1 Kit
[Wilson Foundations Scope and Sequence](#)

Unit 5: Avid Readers

Unit Overview

This unit builds on what students have previously learned in the Kindergarten unit, *Becoming Avid Readers*. This unit builds on the last few units, but especially reinforces the first unit. Students are no longer just readers - they are **avid** readers! Bend One of this unit sets up the children to become less reliant on the teacher, encouraging them to apply their strategies across multiple contexts. This unit focuses less on new skills and more on making sure that the skills children have learned have been internalized and automatic. The teacher will need to decide where their students need additional practice to make sure the learning is secure and transferable. Bend Two of the unit will continue to immerse students in poetry and songs. The most exciting part of this unit is that students will now be encouraged to take on more responsibility in making decisions about what and how to read. While most students will continue to need support, the teacher will constantly encourage students to continue to grow as avid readers.

Enduring Understandings

Readers will:

- Make decisions about their reading.
- Keep track of their thinking while reading.
- Talk about their reading.
- Be introduced to elements of poetry.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">• TCRWP Assessment for Independent Reading Levels• Conferring Notes: daily observation of students' participation and conversation with partners• Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)• Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
Possible Reading Notebook Entries
<ul style="list-style-type: none">• I am an avid reader because I...• Keeping track of connections• Share a poem you liked with a friend. Why did you choose that poem? What did you like about it?• What was a strong feeling or reaction you while reading that book or poem?• What is one reading goal you can set for this unit?

Standards (NJSLs) Addressed in this Unit

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

Reading Informational Text

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
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.

Reading Foundational Skills

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.
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.

Writing

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
C. Ask questions to clear up any confusion about the topics and texts under discussion.

Language

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Capitalize dates and names of people.
B. Use end punctuation for sentences.
C. Use commas in dates and to separate single words in a series.
D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
 8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.
 CLKSP4 Demonstrate creativity and innovation.
 CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
 CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

Unit 5: Avid Readers

Suggested Teaching Points

Unit 5/Bend 1: Becoming an Avid Reader

Readers will continue to become avid readers by...

- Understanding what it means to be an avid reader.
- Reacting to books and sharing these reactions with others.
- Recording their thinking about books so they can remember it later while talking with partners.
- Describing feelings using more precise words.
- Reflecting on and setting new reading goals for themselves.
- Making connections to their reading (text to text, text to world, text to media, text to self).
- Discussing a variety of genres.

Unit 5/Bend 2: Falling in Love with Poetry

Readers celebrate poetry by...

- Reading for meaning, rhythm and fun.
- Thinking about the feeling of a poem.
- Using the feeling of a poem to figure out how to read it well.
- Identifying the meaning of a poem.
- Performing poetry.

Unit Specific Vocabulary

avid readers, connections, feeling words (beyond happy and sad), rhythm, genre

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's IEP goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and make connections.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Include hands-on activities.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on making connections.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's 504 plan goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and make connections.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Include hands-on activities.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on making connections.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.

- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's IEP goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and make connections.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Include hands-on activities.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on making connections.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Model fluency, intonation, and inflection while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's IEP goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and make connections.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Include hands-on activities.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on making connections.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Allow for independent study to accelerate learning based on learning progressions.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules

- Class discussions
- Following rules

Suggested Mentor Texts

Jack Prelutsky poems

Ollie the Stomper by Olivia DunReva

Gossie & Gertie by Olivia DunReva

Ish by Peter Reynolds

Professional Resources

Units of Study for Teaching Reading, Becoming Avid Readers, Grade K, Unit 4 by Lucy Calkins & Elizabeth Dunford Franco

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Wilson Foundations Level 1 Kit

[*Wilson Foundations Scope and Sequence*](#)

Unit 6: Fiction: Meeting Characters and Learning Lessons

Unit Overview

Now that we have completed a number of units focused on the reading processes, this unit will assist students in experiencing the power of story. This unit works to teach empathy, imagination, envisionment, and prediction. Bend One teaches the students to track the events of the story, through making predictions and retelling key details in sequence while Bend Two focuses closer on the study of characters. Readers will learn all they can about main and secondary characters by looking at what they say, how they feel, what they think and ways to bring them to life. Bend Three digs deeper into stories and teaches readers how to pull life lessons from their books. Bend Four encourages readers to recommend favorite books to others and share the life lessons they have learned. Finally, in Bend Five, students will revisit familiar texts through a theatre lens, to plan and perform a retelling of a portion of the story and reflect on that experience.

Enduring Understandings

Readers will:

- Comprehend text by making predictions, rereading and retelling.
- Study characters by examining feelings, their relationships with other characters, and their dialogue.
- Discover how books can teach the readers important life lessons.
- Share their reading with others by discussing lessons learned and having book talks.
- Use their imaginations to plan a retelling performance for a portion of the story.
- Create the props, costumes and scenery for a performance.
- Reflect on their experience as a character in the skit and as a member of the audience.
- Gain an understanding that theatre artists rely on intuition, curiosity, and critical inquiry to make decisions in their performances and convey meaning in the theatrical work.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">• TCRWP Assessment for Independent Reading Levels• Conferring Notes: daily observation of students' participation and conversation with partners• Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)• Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
Possible Reading Notebook Entries
<ul style="list-style-type: none">• What words is your character saying in his or her head? Make a thought bubble for your character.• Pay close attention to your character's face in the picture. Think, "how's the character feeling?"• Think about what's happening now in your book. Is it good or bad for the character? How might he/she be feeling here?• Compare characters using a Venn Diagram.

Standards (NJSLs) Addressed in this Unit

Reading Literature
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.1.9. Compare and contrast the adventures and experiences of characters in stories.

Reading Informational Text

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of 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.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

Reading Foundational Skills

- 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.
- 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.

Writing

- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

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

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

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

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

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

Theatre

Creating

1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

Performing

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and

emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Responding

1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.

1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Connecting

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experience to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

Computer Science and Design Thinking

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives .

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
 CLKSP6 Model integrity, ethical leadership and effective management.
 CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

Social Studies

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

Unit 6: Meeting Characters and Learning Lessons

Suggested Teaching Points

Unit 6/Bend 1: Going on a Reading Adventures

Readers comprehend text by...

- Previewing stories to get ready for reading adventures.
- Using pictures and words to keep track of the setting.
- Using the storyline to make predictions.
- Retelling to retain the story and determine importance.
- Rereading books to notice more.
- Rereading to connect part of the story together.

Unit 6/Bend 2: Studying Characters in Books

Readers will study characters by...

- Learning more about the main character.
- Rereading to sound like the characters in a story.
- Noticing characters' relationships.
- Rereading to learn more about characters.
- Becoming the character.
- Noticing the way a character feels and reading in that voice
- Searching for clues that help readers know *how* to read a story: punctuation/middle, special print, dialogue, and pictures.
- Rereading to smooth out their voices and show big feelings.

Unit 6/Bend 3: Learning Important Lessons

Readers will think deeply about books by...

- Discovering lessons that familiar stories teach.
- Thinking about the character's feelings to reveal lessons.
- Talking about lessons learned with a partner.
- Making comparisons between characters by asking, "What is the same? What is different?"
- Grouping books by the lessons that they teach.
- Carrying life lessons with them into their non-reading life.
- Passing on life lessons to others.

Unit 6/Bend 4: Growing Opinions About Books

Readers will connect with their reading by...	<ul style="list-style-type: none"> • Sharing their opinions about books. • Rehearsing what they will say before sharing their opinions with each other.
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Unit 6/Bend 5: Readers Bring Stories to Life Through Theatre
In this bend, the theatre performance expectations will serve as the leading standards. The following links will connect student learning objectives, suggested activities and assessments directly to those performance expectations.

Click [HERE](#) for a link to the K-2 Theatre document for student learning objectives, specific vocabulary, activities, and assessments for this bend. This document includes how each of the above are directly aligned to the performance expectations.

Click [HERE](#) for Explanations of the Performance Expectations K-2 to gain an understanding of what each performance expectation means and an example.

Click [HERE](#) for the K-2 Theatre Rubric.

Artists will bring the story to life by ...	<ul style="list-style-type: none"> • Working with partners to decide on how to sequence the story using pictures and writing. • Thinking about what the characters will say when they are retelling the story. • Making decisions about what the characters will sound like when they speak. • Collaborating and discussing with partners what sort of props, costumes, and scenery they would need to act out the story. • Connecting their experiences with the experiences of the character. • Thinking about ways to show how a character feels using facial gestures, body movement, tone and volume. • Making decisions about sound effects and lighting when retelling the story as a performance. • Performing a small portion of the story and making revisions and adjustments. • Providing feedback to their peers to enhance the guided drama (Glow and Grow). • Sharing about their experience taking part in the guided drama and the experience as a member of the audience. • Reflecting on their own and the contributions of others (Glow and Grow).
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Unit Specific Vocabulary

compare, contrast, character, lesson, moral, character traits

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s IEP goals and modifications.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on identifying the character traits using visuals when possible.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and track plot.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide [graphic organizers](#) for [understanding characters](#).
- Provide audiobooks with paper copies for marking up when possible.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s 504 plan goals and modifications.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on identifying the character traits using visuals when possible.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and track plot.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide [graphic organizers](#) for [understanding characters](#).
- Provide audiobooks with paper copies for marking up when possible.
- Model fluency, intonation, and inflection while reading poetry.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on identifying the character traits using visuals when possible.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and track plot.

- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide [graphic organizers](#) for [understanding characters](#). Use HoverCam to identify character traits from the text.
- Model fluency, intonation, and inflection while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Allow for more conferring time.
- Provide explicit and direct instruction on identifying the character traits using visuals when possible.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and track plot.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Use HoverCam to identify character traits from the text.
- Provide audiobooks with paper copies for marking up when possible.
- Model fluency, intonation, and inflection while reading poetry.
- Allow for partner discussion and collaboration.
- Provide [graphic organizers](#) for [understanding characters](#).
- Provide opportunities to work in pairs or small groups.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Allow for independent study to accelerate learning based on learning progressions.

- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Upstairs Mouse, Downstairs Mole by Wong Herbert Yee

Iris and Walter and the Field Trip by Elissa Haden Guest

Mr. Putter & Tabby Drop the Ball by Cynthia Rylant and Arthur Howard

Amazing Grace by Mary Hoffman

Those Shoes by Maribeth Boelts

Enemy Pie by Derek Munson

Bee Bim Bop by Linda Sue Park

Anansi the Spider: A Tale from the Ashanti by Gerald McDermott- Adapted from a folktale from Ghana, in West Africa

Professional Resources

Units of Study for Teaching Reading, Meeting Characters and Learning Lessons, Grade 1, Unit 4 by Lucy Calkins & Elizabeth Dunford Franco

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Wilson Foundations Level 1 Kit

[Wilson Foundations Scope and Sequence](#)

Unit 7: FICTION: Studying Characters and Their Stories

Unit Overview

At this point in first grade, readers are decoding with increasing automaticity. They have a big bank of high-frequency words they know by sight and they can read with fluency. More importantly, readers can understand more in their books now that they aren't working so hard on decoding. The world of books is beginning to open up more and exciting characters like Frog and Toad, Henry and Mudge, and Poppleton are being introduced. In Bend One, readers will study characters before, during, and after reading. They will make predictions prior to reading about the kind of book they are about to read and the type of characters that live within the story. While reading, we will deeply study characters by raising and answering questions and squeezing every bit of character information they can out of the text. Upon completing a story, readers will think about how/if the characters have changed and what lessons have been learned. In Bend Two, readers will continue to get to know characters, even when it's HARD! Teachers will guide readers on how to use specific skills and strategies when something about a character is hard to understand. It is important to teach students how to deal with and solve unfamiliar words, experiences, and places in their books. In Bend Three, readers will closely examine the ways in which the characters in their books changed and grew. They will notice how feelings change throughout the story and pinpoint key moments that highlight any lessons learned.

Enduring Understandings

Readers will:

- Study characters before, during, and after reading.
- Persevere when studying characters gets tricky.
- Study how characters change and grow.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
- DIBELS

Suggested Reading Notebook Entries

- What do you notice about your character just by looking at th cover? What do you predict may happen in the book?
- Plant a post-it on a random page in your book. When you get to your post it, write what is happening in your book so far. Make a prediction about what you think will happen next.
- Make a T-Chart in your notebook. On one side of the chart, tell how a character is feeling. On the other side of the chart, write how you can tell that the character is feeling this way.

Standards (NJSLs) Addressed in this Unit

Reading Literature

- 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.1.9. Compare and contrast the adventures and experiences of characters in stories.

Reading Informational Texts

- 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.

Reading Foundational Skills

- 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.1.3. 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.
- 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.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

Writing

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

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

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

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

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

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

Language

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

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

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

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

Social Studies

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

Unit 7: Fiction: Studying Characters and Their Stories

Suggested Teaching Points

Unit 7/ Bend 1: Studying Characters Before, During, and After Reading	
<i>Readers get their minds ready to read about characters by...</i>	<ul style="list-style-type: none"> ● Helping students remember all that they already know about studying characters. ● By referring to old charts, thinking, “What do I already know how to do as a reader?” ● Looking at the cover picture, the back of the book, and even the table of contents before they read. ● Using the pictures to get a sneak peek of what’s going to happen. ● Reading with their predictions in mind thinking, “What’s going to happen? Was I right? Should I change my mind?”
<i>Readers study characters while they read by...</i>	<ul style="list-style-type: none"> ● Planting post-it’s at the end of each chapter as a reminder to stop and summarize what each chapter was mostly about. ● Stopping and jotting a sentence or two that includes the most important things that happened. ● Notice, what the character says, how he or she says it, and how they react to what’s happening in the story. ● Getting to know the character’s personality, just like they get to know the personalities of people in life .
<i>Readers extend their thinking about characters at the end of the book by...</i>	<ul style="list-style-type: none"> ● Jotting questions they still have about characters by the end of the story. ● Thinking about whether the character has changed from the beginning, to the middle, to the end of the book. ● Looking back at their post-it’s to remember the whole story and think about how the character has changed. ● Planning what they want to say to a reading partner. ● Stopping and thinking, “What were the lessons in other books I’ve read? Are any of them similar to a book I’m reading now?”

Unit 7/Bend 2: Getting to Know Characters — Even When It’s Hard	
<i>Readers will persevere in studying characters by</i>	<ul style="list-style-type: none"> ● Paying close attention to the pictures in the book and rereading often to help make a picture in their mind. ● Empathizing with characters by paying attention to their motivations, problems, and desires: <ul style="list-style-type: none"> ○ When was a time that I felt the way the character was feeling? What made me feel this way? ○ Was there ever a time I wanted the same thing that this character wanted?

	<ul style="list-style-type: none"> ● Noticing when a character does something that seems out of the norm and figuring out what is going on. ● Thinking about characters in more than one way. ● Tackling hard words and reading with fluency.
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Unit 7/ Bend 3: Studying How Characters Change and Grow

Readers learn how characters change and grow by...	<ul style="list-style-type: none"> ● Thinking about what caused the character to change. ● Thinking about how a character solved his/her problem. ● Thinking about whether or not the character learned from their problem. ● Thinking of what the character could have done differently, comparing it to what you may have done differently. ● Paying attention to all of the character’s growth, not just the growth of the main character. ● Thinking about a time in their own lives when they have faced similar problems or troubles as the characters in the books.
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Unit Specific Vocabulary

character, setting, main character, prediction, lesson, trait, inside traits, outside traits, problem, solution, compare, contrast

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s IEP goals and modifications.
- Use preferential seating.
- Use HoverCam to identify character traits from the text.
- Provide audiobooks when possible.
- Define and give examples of new vocabulary (prediction, inside traits, outside traits).
- Provide anchor chart of visualizing the author’s words.
- Provide role play and modeling of sharing, discussing parts of a book.
- Provide paper copy for marking when possible.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s 504 plan goals and modifications.
- Use preferential seating.

- Use HoverCam to identify character traits from the text.
- Provide audiobooks when possible.
- Define and give examples of new vocabulary (prediction, inside traits, outside traits).
- Provide anchor chart of visualizing the author's words.
- Provide role play and modeling of sharing, discussing parts of a book.
- Provide paper copy for marking when possible.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify character traits from the text.
- Provide audiobooks when possible.
- Define and give examples of literary language.
- Provide role play and modeling of sharing and discussing parts of a book.
- Provide explicit and direct instruction on identifying the character traits using visuals when possible.
- Model fluency, intonation, and inflection while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Allow for more conferring time.
- Allow for paired discussions and collaboration.
- Use HoverCam to identify character traits from the text.
- Provide audiobooks when possible.
- Define and give examples of literary language.
- Provide anchor chart of visualizing the author's words.
- Provide role play and modeling of sharing, discussing and debating parts of a book.
- Provide paper copy for marking when possible.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Offer advanced levels of questions about books.
- Allow leading of group discussions.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to create projects.
- Allow students to demonstrate mastery through a culminating project.

- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow for independent study to accelerate learning based on learning progressions.
- Incorporate differentiated reading techniques based on the 1st Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Elephant and Piggie Series by Mo Willems

Frog and Toad Series by Arnold Lobel

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Poppleton Series by Cynthia Rylant
Pinky and Rex by James Howe
Iris and Walter by Elissa Haden Guest
Enemy Pie by Derek Munson
The Invisible Boy by Trudy Ludwig
The Recess Queen by Alexis O'Neill
The Color of My Own by Eric Carle

Supplemental Resources

STEAM Integration: [UNIT 3](#) - The Road to ?

Professional Resources

Units of Study for Teaching Reading, If... Then... Curriculum, Online Resources, *Grades K-2*, by Lucy Calkins & Elizabeth Dunford Franco
The Reading Strategies Book by Jennifer Serravallo
Scholastic Leveled Bookroom 4.0
Wilson Foundations Level 1 Kit
[Wilson Foundations Scope and Sequence](#)