

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Reading
Grade One**

Revised June 2017

**Oradell Public School
River Edge Public Schools**

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FIRST GRADE READING CALENDAR

Unit	Suggested Schedule
Readers Build Good Habits Launching Reading Workshop	September
Readers Read Just Right Books	October - November
Readers Use Text and Accountable Talk for Comprehension	November - December
Readers Use Strategies for Nonfiction Reading to Learn New Information	January – February
Readers Deepen Understanding through Visualizing, Questioning and Inferring	February – March
Readers Care About the Characters in Books and Think Deeply About Characters	April – May
Readers Make Plans for Their Reading and Invent Their Own Reading Projects	May –June

FIRST GRADE READING

UNIT ONE: READERS BUILD GOOD HABITS

NEW JERSEY STUDENT LEARNING STANDARDS

- 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.
- RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

- 8.1.2.A.1 Understand how to use digital tools for appropriate Applications
- 8.1.2.A.2 Understand how to use word processing program
- 8.1.2.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers follow routines that allow them to sustain reading and maintain an environment conducive to working and reading, in order to build a community of readers.

ESSENTIAL QUESTIONS

How do readers use concepts of print, routines and the meaning of text to build a community of readers?

MODULE ASSESSMENT

Participate in conferences and guided reading groups
Sustain story reading for at least 10-15 minutes every workshop
Use routines of the Reading Workshop classroom
Teacher's College Reading
Assessment MONDO Oral
Language Assessment

UNIT OBJECTIVES

Students will be able to...

- use routines and expectations of Reading Workshop
- properly handle books and manage classroom materials
- sustain uninterrupted reading for approximately 10-15 minutes
- discuss books in whole class lessons, small group instruction, and in partnerships
- make predictions using schema, illustrations, and concepts of print

- learn new information from nonfiction books
- classify texts into genres
- recognize sentence features
- monitor reading for meaning
- decode some unfamiliar words

SKILLS

Students will be able to...

- follow routines and procedures of reading workshop (see appendix for a list of routines and procedures)
- build a community of readers – whole group, small group, and partnerships
- be active participants in whole group lessons, small group lessons and partner talks and conferences by being respectful listeners and speakers
- identify the features of a sentence. (first word, capitalization and ending punctuation)
- begin to classify emergent texts into genres (fiction, nonfiction, poems and songs)
- learn new information based on pictures and words of nonfiction text
 - utilize illustrations to discuss parts of a story
 - act out parts of a story using different voices
 - read a book more than once in order to notice new details and to think differently and deeper on re-readings
 - use events from their own lives (schema) to connect with the events of a story
 - use rereading and context clues as a fix-up strategy
 - self assess and monitor their own reading progress
 - share a book with a partner (sit hip-to-hip and read with the book in the middle) and plan ways to read together
 - make inferences and predictions about events in the text
 - work in centers and with buddies
 - view digital photographs, captions, and labels as examples of text
 - read and discuss stories about characters that demonstrate ethical behaviors

- use digital tools to create documents and templates

RESOURCES

MONDO

Big Books

Yum! Yum!

Days of

Adventure Zoo

Looking

When the King Rides By

Songs/Charts

I Love to Sing

Who Has Seen the Wind?

WRIGHT GROUP

Mrs. Wishy Washy Books

AUTHENTIC LITERATURE

George and Martha Series

The Paperboy by Dave Pilkey

The Relatives Came by Cynthia Rylant

The Kissing Hand by Audrey Penn

Amazing Grace by Mary Hoffman

Chrysanthemum by Kevin Henkes

SUPPLIES

Leveled reading library in baskets

Guided Reading Books

Big books for Shared Reading

Teacher conference notes

Teacher tool kit

WEBSITES: www.starfall.cm, www.readinga-z.com

PROFESSIONAL REFERENCES:

Growing Readers by Kathy Collins

Reading with Meaning by D. Miller

Oradell and River Edge Public Schools

RE BOE Approved (7/26/17)

OPS BOE Approved

FIRST GRADE READING

UNIT TWO: READERS READ JUST RIGHT BOOKS

NEW JERSEY STUDENT LEARNING STANDARDS

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.3** Describe characters, settings, and major events in a story using key details.
- 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.1.6** 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.
- 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.
 - 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.

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers use a variety of print strategies to decode words.
Readers choose texts that will help them become stronger readers.

ESSENTIAL QUESTIONS

Primary: How do readers use print strategies to decode words? Secondary: How do readers determine if a book is “just right?”

MODULE ASSESSMENT

Participate in conferences and guided reading groups Choose appropriately leveled books to read.
Use more than one print strategy to help them decode words.

UNIT OBJECTIVES

Students will be able to...

- participate in collaborative discussions
- identify and properly use some emergent reading strategies
- choose “just right books” from the classroom library
- reread text with increasing fluency
- identify story elements
- ask and answer questions about key details
- distinguish between information gained by pictures or words in the text
- demonstrate understanding of spoken word, syllables, and sounds
- use grade level decoding skills

SKILLS

Students will be able to...

- use schema to predict what a book will be about
- preview a book noticing the title, author, illustrator, and the illustrations
- use picture clues to decode words
- use the beginning and/or ending sounds to decode words
- identify chunks and spelling patterns and apply them to emergent texts
- self correct when a word doesn't make sense
- use letter sound relationships to stretch out phonemes in words
- skip an unidentified word and then go back and re-read to try that word again
- use flexibility with print strategies and use more than one strategy when decoding words
- read just right books with a “smooth voice” (fluency)
- participate in collaborative discussions during conferring, shared reading and guided reading lessons
- use story elements in text discussions
- make inferences and predictions about events in the text
- work in centers and with buddies

- view digital photographs, captions, and labels as examples of text
- use digital tools to create documents and templates

RESOURCES

MONDO

Big Books

Somewhere

Firefighters

Where Do Animals Live?

What's Cooking?

AUTHENTIC LITERATURE

Caps for Sale

Amelia 's Road

Max and Ruby by Rosemary Wells

SUPPLIES

Texts: Leveled reading library Guided Reading Books

Big books that are highly patterned and contain high frequency words

Binder to document teacher conference notes

Teacher tool kit including: notes on previous lessons, white board, post its, alphabet chart, highlighting tape

Different leveled texts as examples

WEBSITES

www.starfall.com www.readinga-z.com

PROFESSIONAL REFERENCES

Reading with Meaning by Debbie Miller

Growing Readers by Kathy Collins

**FIRST GRADE READING
UNIT THREE: READERS USE TEXT AND
ACCOUNTABLE TALK FOR COMPREHENSION**

NEW JERSEY STUDENT LEARNING STANDARDS

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.3** Describe characters, settings, and major events in a story, using key details
- RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspective to enhance communication
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers use comprehension strategies to think and talk about books.

ESSENTIAL QUESTIONS

How do readers use comprehension strategies to think and talk about books?

MODULE ASSESSMENT

Draw and write text connections

Participate in conferences and guided reading groups

With some prompting and support, ask questions before, during and after reading

Retell a story sequentially including the important details

UNIT OBJECTIVES

Students will be able to...

- participate in discussions using accountable talk
- identify and formulate connections to any given text
- think while they read
- ask questions to clarify meaning
- retell a story in sequence, including all story elements
- compare and contrast character experiences
- read just right books with accuracy and fluency

SKILLS

Students will be able to...

- use schema to connect to life experiences and make meaning
- use accountable talk and agreed upon language for discussions (* see appendix for sentence starters and conversational prompts)
- use clues from the text and their schema to make predictions

- use sequence words to retell a story
- identify the beginning, middle and end of a story
- use story elements such as character, setting, problem and solution to retell
- determine the important details in a story
- explain major differences between books that tell stories and books that give information
- make inferences and predictions about events in the text
- work in centers and with buddies
- read stories with characters from different cultures
- view digital photographs, captions, and labels as examples of text
- read and discuss stories about characters that demonstrate ethical behaviors
- use digital tools to create documents and templates

RESOURCES MONDO

Big Books

Somewhere

The Old Man's Mitten The Greedy Goat

Morning, Noon, and Night

Songs/Charts

Where Does the Wind Go

AUTHENTIC TEXTS

Connections

The Mitten by Jan Brett

Chrysanthemum by Kevin Henkes

The Relatives Came by Cynthia Rylant

Fireflies by Brinkloe

The Snowy Day by Ezra Jack Keates

Amazing Grace by Hoffman

Oliver Button is a Sissy by DePaola

The Wall by Eve Bunting

Kaola Lou by Mem Fox

Predicting

The Royal Bee by Park

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OPS BOE Approved

Oliver Button is a Sissy by DePaula
Koala Lou by Mem Fox
The Napping House by Audrey Wood

Retelling

Kevin Henkes Books

Author Study

Jan Brett

SUPPLIES

Guided Reading Books

Big books for shared reading

Teacher conference notes

Teacher tool kit including: notes on previous lessons, white board, post
its, alphabet chart, highlighting tape

WEBSITES

www.starfall.com

www.readinga-z.com

PROFESSIONAL REFERENCES

Growing Readers by

Kathy Collins

Reading with Meaning by

Debbie Miller

**FIRST GRADE READING
UNIT FOUR: READERS USE STRATEGIES FOR
NONFICTION READING TO LEARN NEW
INFORMATION**

NEW JERSEY STUDENT LEARNING STANDARDS

- RI.1.2** Identify the main topic and retell key details of a text.
- RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- RI.1.8** Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Integrate digital media to enhance communication

- 9.1.4.F.1 Promote ethical behavior and accountability
- 8.1.2.A.1 Understand how to use digital tools for appropriate applications
- 8.1.2.A.2 Understand how to use word processing program
- 8.1.2.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers will be able to learn new information by reading nonfiction texts.

ESSENTIAL QUESTIONS

How do readers learn information from informational texts?

How do readers build their schema while reading nonfiction books on the same topic?

MODULE ASSESSMENT

Participate in conferences and guided reading groups
Answer questions about a topic using the features of nonfiction texts. All About Books completed during Writer's Workshop

UNIT OBJECTIVES

Students will be able to...

- identify genre
- target information utilizing the table of contents.
- research and record information in a nonfiction text.
- ask and answer questions of text
- activate schema
- read to confirm and adjust schema
- identify and locate supporting details
- identify similarities and differences
- differentiate between main idea and supporting details
- synthesize text
- identify similarities and differences between multiple texts

- recognize the author's purpose in informational text
- identify the meaning of new vocabulary

SKILLS

Students will be able to...

- identify the difference between fiction and nonfiction
- find and identify the features of a nonfiction text (table of contents, heading, index, diagrams, captions, maps, charts, graphs, photographs, cutaways, close-ups, glossary, types of print)
- synthesize/paraphrase the text into their own words
- use key details in a text to ask and answer questions
- use complete sentences to identify the main topic and retell key details of a text,.
- make connections between pieces of information in a text
- synthesize information by reading two or more texts on the same topic
- create visual displays to represent new ideas
- use context clues to identify the meaning of new words
- work in centers and with buddies
- view digital photographs, captions, and labels as examples of text
- use digital tools to create documents and templates

RESOURCES

MONDO

Big Book

Penguins Are Water birds

Caterpillars

Spiders

Meet the Octopus

Charts/Songs

Animals

Caterpillar

Oradell and River Edge Public Schools

RE BOE Approved (7/26/17)

OPS BOE Approved

AUTHENTIC LITERATURE

Author: Gail Gibbons

TECHNOLOGY

Kidspiration

FIRST GRADE READING
UNIT FIVE: READERS DEEPEN UNDERSTANDING THROUGH
VISUALIZING, QUESTIONING AND INFERRING

NEW JERSEY STUDENT LEARNING STANDARDS

- RL.1.1** Ask and answer questions about key details in a text.
- 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.
- RI.1.1** Ask and answer questions about key details in a text.,
- RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- RI.1.8** Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will read increasingly complex texts throughout the grades gaining decoding skills, comprehension, fluency, and stamina

ENDURING UNDERSTANDINGS

Readers gain a deeper understanding of texts by visualizing, questioning and inferring.

ESSENTIAL QUESTIONS

How do readers gain a deeper understanding through visualizing, questioning, and inferring?

MODULE ASSESSMENT

Student performance during individual conference Demonstrate various comprehension strategies

UNIT OBJECTIVES

Students will be able to...

- state the author's purpose
- envision the setting, characters, and action of the story in their mind
- ask questions and seek answers before, during, and after reading
- use schema and textual clues to draw their own conclusions
- retell story using story elements
- describe characters using key details
- compare and contrast
- utilize illustrations for comprehension

SKILLS

Students will be able to...

- use their senses to see the setting, characters, and action of the story in their mind
- use the language of visualizing (I am imagining that..., I can

- picture how...(sounds, feels, tastes, etc.)
- ask questions before, during, and after reading to improve comprehension
- use prior knowledge and textual clues to draw conclusions and unique interpretations
- describe character, setting, and events through illustration
- make inferences and predictions about events in the text
- work in centers and with buddies
- view digital photographs, captions, and labels as examples of text
- read and discuss stories about characters that demonstrate ethical behaviors
- use digital tools to create documents and templates for writing

RESOURCES

Mondo

Big Books Questioning:

Where Do Animals Live?

Meet The Octopus

Caterpillars

Spiders

Inferring/Word Meanings: When The King Rides By What's Cooking?

The Royal Drum Songs/Charts Questioning: In The Wild

Simple Inferences

Dragons

The Royal Drum

Visualizing

Poetry

The Napping House by Audrey Wood Fireflies by Brinkloe

Questioning

Grandfather Twilight by Barbara Berger The Lotus Seed by Sherry Garland

Fly Away Home by Eve Bunting

Inferring

Grandfather Twilight by Barbara Berger

Where Are You Going Manyoni? by Catherine Stock

The Royal Bee by Frances Park and Ginger Park

How Many Days to America? By Eve Bunting

Oradell and River Edge Public Schools

RE BOE Approved (7/26/17)

OPS BOE Approved

Professional References:

Growing Readers by Kathy Collins

Reading with Meaning by Debbie Miller

**FIRST GRADE READING
UNIT SIX: READERS CARE AND THINK DEEPLY ABOUT
CHARACTERS IN BOOKS**

NEW JERSEY STUDENT LEARNING STANDARDS

- RL.1.3** Describe characters, settings, and major events 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.
- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program

8.1.2.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers gain a deeper understanding of text by examining character traits and actions

ESSENTIAL QUESTIONS

How do readers gain a deeper understanding of text by examining character traits and actions?

MODULE ASSESSMENT

Participate in conferences and guided reading groups
Character discussion
DRA/MONDO level
assessment Compare and
contrast characters

UNIT OBJECTIVES

Students will be able to...

- ask and answer questions about key details
- retell story using story elements
- describe characters using key details
- identify who is telling the story at various points
- utilize illustrations and details in a story to describe its characters, setting, or events
- compare and contrast character's adventures and experiences
- synthesize to grow ideas about characters

SKILLS

Students will be able to...

- write questions about key details from the text
- complete graphic organizers
- use venn diagrams to compare and contrast
- describe story elements
- use agreed upon classroom language to participate in accountable talk discussions
- move from a literal interpretation of characters to a simple character analysis
- make inferences and predictions about events in the text
- work in centers and with buddies
- view digital photographs, captions, and labels as examples of text
- read and discuss stories about characters that demonstrate ethical behaviors
- use digital tools to create documents and templates for writing, do research, and present slide shows

RESOURCES:

MONDO

Big Books:

Signs of Spring

The Greedy Goat

How the Mouse Got Brown Teeth

The Old Man's Mitten

Yum Yum

The Royal Drum

Authentic Literature

Henry and Mudge Cynthia Rylant

Poppleton Cynthia Rylant

Lily's Purple Plastic Purse and other titles by Kevin Henkes

Websites: www.starfall.com www.readinga-z.com

Professional References:

Growing Readers by Kathy Collins

Reading with Meaning by Debbie Miller

Oradell and River Edge Public Schools

RE BOE Approved (7/26/17)

OPS BOE Approved

FIRST GRADE READING
UNIT SEVEN: READERS MAKE PLANS FOR THEIR READING LIFE
AND INVENT THEIR OWN READING PROJECTS

NEW JERSEY STUDENT LEARNING STANDARDS

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.2** Retell stories, including key details, demonstrate understanding of message or lesson.
- RL.1.3** Describe characters, settings, and major events in a story, using key details.
- RL.1.4** Identify words and phrases in stories or poem that suggest feelings or appeal to senses.
- RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6** Identify who is telling the story at various points in a text.
- RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10** With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.2** Identify the main topic and retell key details of a text.
- RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4** Ask and answer questions to help determine or clarify

- the meaning
of words and phrases in a text.
- RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- RI.1.8.** Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9.** 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.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Integrate digital media to enhance communication
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers read for enjoyment

Readers use what they already know to formulate new thoughts and understandings about texts

ESSENTIAL QUESTIONS

How do readers use all that they know about reading to create plans for our future reading lives?

MODULE ASSESSMENT

Student performance during individual conference

Student-created posters documenting what they learned through their exploration of text

UNIT OBJECTIVES

Students will be able to...

- identify their interests as a reader
- identify their strengths and weaknesses as a reader
- identify commonalities amongst various texts
- create a daily plan with their reading groups
- work together in cooperative groups

SKILLS

Students will be able to...

- successfully collaborate with others to create a deeper understanding of text
- learn to identify themselves as a reader
- create a final project to reflect the work that was accomplished
- make inferences and predictions about events in the text
- work in centers and with buddies
- view digital photographs, captions, and labels as examples of text
- use digital tools to create documents and templates for writing, do research, and present slide shows

RESOURCES

MONDO

Big Books:

Morning, Noon and Night

Authentic Literature:

Student selected project books and materials

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Modifications

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Use project-based science learning to connect social studies with real-life experiences.

Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies.

Collaborate with after-school programs or clubs to extend learning opportunities.

Restructure lesson using UDL principles

<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD UA>

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language

used in instruction.

- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher-- initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.