

Grade 1 Unit 3 Reading: Readers Have Big Jobs to Do

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 3**
Length: **8 Weeks**
Status: **Published**

Course Pacing Guide

Model

Unit	MP/Trimester	Weeks
Building Good Reading Habits	1	8
Learning About the World	2	8
Readers Have Big Jobs to Do	3	8
Meeting Characters and Learning Lessons	3	8

Unit Overview

Unit 3 is all about the reading process. Students will learn that they have important jobs to do as readers. They will take charge of their reading by setting personal goals and conquering hurdles independently. Unit 3 sets students up to be able to read increasingly complex texts with accuracy, comprehension and fluency, all with the development of great problem-solving skills.

Bend 1: Readers Have Important Jobs to Do

In the first bend, children learn that they are ready to take on big and important jobs as readers. You'll teach readers that they need to try something and then check it! Sometimes readers even triple check! Your goal is to help *all* your readers, even those who struggle, to act with a sense of agency, and say "I've got this!" At the end of this bend students will reflect on all they have learned about problem solving tricky words over the last two units and evaluate their own reading habits.

Bend 2: Readers Add New Tools to Read Hard Words

In the second bend of the unit, you'll continue to build on the strategies students learned during the first two units for problem solving words. Readers will encounter multisyllabic words, with a higher number of words with complex spelling patterns, and a wider range of vocabulary. You will start the bend focusing on meaning and structure and end this bend focusing on visual strategies.

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

In the third bend, you will focus back to meaning. Students should remember that after solving tricky words they need to check for comprehension and recap what they've read so far. Students will act as news reporters who must report back to their partners after independent practice. Additionally, students will learn to make a movie in their mind and bring their books to life! Student will do this by using both the book's illustrations and words.

Shared Reading:

Tumbleweed Stew by Susan Stevens Crummel

Day 1: Warm-up, book introduction and MSV

Day 2: Cross-checking sources of information

Day 3 Word Study

Day 4: Fluency

Day 5: Putting it all together

Enduring Understandings

- Readers make a plan and set goals.
- Readers use a repertoire of strategies to solve tricky words.
- Readers self-monitor their reading.
- Readers make a movie in their mind.

Essential Questions

- What jobs do you have as a reader?
- What do readers do when they encounter a tricky word?
- How can you self-monitor your reading?
- What do you picture in your mind?

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.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.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.

Amistad Integration

- [District Mandated Diversity Lessons](#)
- Selecting diverse text to support reading strategies: **Last Stop on Market Street** by Matt de la Pena; **Those Shoes** by Maribeth Boelts; **Each Kindness** by Jacqueline Woodson.
- Utilizing responsive classroom techniques, strategies and skills.

Holocaust/Genocide Education

- District Mandated Diversity Lessons
- Selecting diverse text to support reading strategies especially those with the theme acceptance.
- Utilizing responsive classroom techniques, strategies and skills.

Interdisciplinary Connections

MA.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
HE.K-2.2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
HE.K-2.2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
HPE.2.2.2.B.CS1	Effective decision-making skills foster healthier lifestyle choices.
SOC.6.1.4.A.CS11	In an interconnected world, increased collaboration is needed by individuals, groups, and

	nations to solve global problems.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.
1-LS1-2.8.1	Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.
1-PS4-1.3.1	Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

Technology Standards

- Epic Digital Library <https://www.getepic.com/>
- Lucy Calkins Digital Anchor Charts <https://www.heinemann.com/extracreditclub/default.aspx>

TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.2.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Themes/Careers

- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Communicate clearly and effectively and with reason.
- Act as a responsible and contributing citizen

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Financial Literacy Integration

Activities:

- Discuss book shopping responsibilities
- Teach students what responsibility is, "What are some responsibilities you have as a reader?"
- What responsible decisions must you make as a book shopper e.g. Just Right Books v. Interest Books
- What do resourceful readers do when they get stuck on a word? As a reader we must "invest" our time into our reading.

Resources:

Money in Our Community Lessons (Scholastic):

<http://www.scholastic.com/browse/article.jsp?id=3758520>

PFL.9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
PFL.9.1.4.D.2	Explain what it means to "invest."
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
PFL.9.1.4.G.1	Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

- Create reading tools i.e bookmarks, stop go mats and stamina bar graphs
- Start with a real-life connection
- Review past strategies and objectives
- Link the objective to real-world learning
- Explicit teaching of the strategy
- Guided practice
- Think, pair, share
- Visual aides/cues i.e. anchor chart, graphic organizers
- Conferring
- Gradual release of responsibility
- Cooperative learning
- Tiered instructional activities
- Differentiated instruction
- Small-group instruction
- Use of whisper phone
- Record reading

Differentiated Instruction

- Individualized Pacing
- Preferential Seating
- Leveled Texts

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Relationship-Building & Team-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping/Partnerships
- Graphic Organizers
- Assessment Design & Backwards Planning
- Student Interest

Formative Assessments

- Anecdotal Notes
- Running Records
- Reading Logs
- Benchmark Assessments
- Participation in collaborative conversations
- Post workshop share of skills and strategies

Summative Assessment

- Fountas and Pinnell Benchmark Assessment
- Reading Notebook

Benchmark Assessments

- Fountas and Pinnell Benchmark Assessment
- Words Their Way Primary Spelling
Inventory: https://mypearsontraining.com/assets/files/documents/WTW6e_Inventories_1507909154.pdf

Alternate Assessments

- TC Running Records: <https://readingandwritingproject.org/resources/assessments/running-records>

Closure

- Reading Celebration! Students open a new part of the classroom library, schedule a reading trip to another classroom or student created project i.e. cereal box book, poster, or recording.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Kids answer the following prompt: "What good reading habits have we discussed? What strategies will you continue to use to grow as a reader?"
- Students model new reading strategies in front of the class.
- Record a student using a reading strategy
- Ask a question. Give students ten seconds to confer with peers before taking volunteers.
- Direct students to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Post-it notes to mark reading strategies.
- Reading notebook entry
- After reviewing the learning strategy, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Slow Down (I could use some extra help).

ELL

- Alternate Responses i.e. hand signals
- Sentence Starters
- Extended Time
- Additional Teacher Modeling
- Simplified Written and Verbal Instructions
- Peer Mentors
- Translation Applications

Special Education

List is not inclusive but may include the following accommodations. Please refer to individual IEP accommodations and goals.

- Shorten assignments to focus on mastery of key concepts.

- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for recorded responses
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with picture definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Allow take-home tests.
- Show a model of the end product of directions (e.g., a reading journal or post-it note).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones
- Make a small copy of the anchor chart or learning objective
- Strategy bookmark
- Reading toolkit

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- Digital texts
- extended time
- reduced homework or classwork
- verbal, visual, or technology aids
- modified texts or audio-video materials
- behavior management support
- adjusted schedule
- verbal testing

- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Have student restate information
- Small copy of the anchor chart or learning objective
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Sentence starters
- Use of a whisper phone
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Extended time
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data
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Gifted and Talented

Examples may include:

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together

- Tiered learning
- Focus on effort and practice
- Encourage risk taking