

Grade 1 Unit 2 Reading: Learning About the World

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 1**
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

Learning About the World

Bend 1: Getting Smart on Nonfiction Topics

At the start of the unit, you will teach students to squeeze all the knowledge they can out of the books they are reading. You will explicitly teach nonfiction comprehension strategies so that student know what the strategy is, when to us is it, how to use it, and why to use it.

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

In the second bend, you'll build on the strategies students learned in the first unit for solving hard words. Students will learn to not only approach a word by looking at one part but rather multiple parts. Students should "crash" these parts together and check their word solving by asking 'Does it look right?' 'Does it sound right?'

Bend 3: Reading Aloud Like Experts

In the last bend of the unit, students will learn to act as teachers and plan a read aloud for audience of kindergärtners. Students will learn to reread as if their book was gold, use a strong reading voice and to pause and think aloud throughout a text. Close the unit with a reading celebration or give the students the opportunity to read to a kindergarten class.

Read-Aloud and Shared Reading:

Super Storms by Seymour Simon

(each session may take more than one day)

Session 1:

- Introduce the book and take a sneak peek
- Think about and discuss the text to understand meaning
- Review what students have learned so far and ask students to predict

Session 2:

- Remind students what they know to help them understand the text
- Asking questions throughout the text
- Whole class discussion

Session 3:

- Mark selected parts for reading
- Think more deeply about the sections as you reread
- Share in small groups

Owls by Mary R. Dunn

Day 1: Warm-up book introduction and MSV

Day 2: Cross-checking (MSV)

Day 3: Word study

Day 5: Putting it all together

Enduring Understandings

- Reading to learn.

- Learning strategies to tackle tricky words and check for accuracy.
- Reading with purpose and energy.

Essential Questions

- Why do readers read nonfiction?
- What do readers do when they encounter a tricky word?
- How can you bring your reading to life?

New Jersey Student Learning Standards (No CCS)

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.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.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.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.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

Interdisciplinary Connections

MA.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
MA.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent

	generations.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
SOC.6.1.4.A.CS9	The world is comprised of nations that are similar to and different from the United States.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
1-LS1-2.8.1	Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.
1-LS1-1.LS1.A.1	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
1-LS1-1.LS1.D.1	Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.
1-PS4-3.3	Planning and Carrying Out Investigations
1-PS4-3.3.1	Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.
1-PS4-4.6	Constructing Explanations and Designing Solutions

Amistad Integration

- [District Mandated Diversity Lessons](#)
- Selecting diverse text to support reading strategies: **George Washington Carver** by Kitson Jazynka (National Geographic Level 1); **Barack Obama** by Caroline Crosson Gillpin (National Geographic Level 2); **This is How We Do It** by Matt Lamothe.
- 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.

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.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.

Financial Literacy Integration

Activities:

- Discuss book shopping responsibilities. Students must meet a new need, having a nonfiction text.
- 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
- Discuss on historical figures were shaped by their financial obligations.
- Read a nonfiction book on money i.e. **My Money Book** by Holly Hartman

Resources:

Money in Our Community Lessons (Scholastic):

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

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.C.1	Explain why people borrow money and the relationship between credit and debt.
PFL.9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
PFL.9.1.4.C.6	Summarize ways to avoid credit problems.
PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Resources & Technology

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

TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
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.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

BOE Approved Texts

Lucy Calkins Trade Pack

- *Dinosaur Chase* by Hugh Price
- *Frog And Toad Are Friends* by Arnold Lobel
- *Gossie And Gertie* by Olivier Dunrea
- *Hang On, Monkey!* by Susan B. Neuman
- *Iris And Walter And The Field Trip* by Elissa Haden Guest
- *Ish* by Peter Reynolds
- *Kazam's Birds* by Amy Ehrlich
- *Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant
- *Ollie The Stomper* by Olivier Dunrea
- *One More Time* by James Marshall
- *Owls* by Mary R. Dunn
- *The Runaways* by Laura M. Kvasnosky
- *Super Storms* by Seymour Simon
- *Tumbleweed Stew* by Susan Stevens Crummel
- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee

Instructional Strategies & Learning Activities

- 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

- Compare and contrast activities; Venn diagram
- Graphic Organizers
- Reading Notebooks
- Post-it Notes
- Posters

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

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

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