Unit 3 Reading: Learning About the World

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

During this unit, students will read informational texts to better understand our world. Students will become familiar with the elements of a informational texts (words and visuals) There will be significant emphasis on word study to include decoding of tricky words in informational texts and deriving meaning of new words based on context. Volume is also important as students will read more than one informational text about a topic to compare and contrast found information.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: July 2024

Instructional Reading Level Benchmark: G, H, I

Guided Reading and Small-Group work can provide small group instruction for **Level G** language and literary features:

- Some texts with settings that are not typical of children's experiences
- Variety of presentation of dialogue using simple pronouns
- Sentences with clauses, and embedded phrases, some introductory clauses

Guided Reading and Small-Group work can provide small group instruction for **Level H** language and literary features:

- Multiple episodes taking place across time
- Variation in placement of subject, verb, adjectives, and adverbs
- Easy multi-syllable words
- Easy compound words
- Italics indicating unspoken thoughts
- Words in bold and italics that are important to meaning and stress
- includes dashes and ellipses in some text

Guided Reading and Small-Group work can provide small group instruction for **Level I** skills:

- Variety of dialogue (between more than two characters in many texts)
- Most texts told from a single point of view with some texts showing more than one
- Many sentence with embedded clauses and phrases
- Sentence with nouns, verbs, adjectives, and adverbs in series, divided by commas (quietly, loudly)
- Many compound sentences
- Sentences carrying over two to three lines and some over two pages

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Pacing Guide

Please refer to this Language Arts Reading and Writing Workshop Pacing Guide for grade 1; the suggested pacing guides for word study and phonemic awareness (grades K-1) can be found in the K-5 folder.

A sample K-5 Literacy Schedule Across a Week " is accessible in instructional materials section of the Grades K-5 folder.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Reading Foundational Skills (RF)

Phonics and Word Recognition:

- L.RF.1.3
- L.RF.1.3.D
- L.RF.1.3.E

Fluency:

- L.RF.1.4

Reading Informational Text (RI)

Craft and Structure:

- RI.CR.1.1

Central Ideas and Details:

- RI.CI.1.2

Integration of Textual Evidence:

- RI.IT.1.3

Structure of Text:

- RI.RS.1.4

Purpose and Perspective:

- RI.PP.1.5

Multimodal Format:

- RI.MF.1.6

Author's Approach:

- RI.AA.1.7

Critical Thinking:

- RI.CT.1.8

Speaking and Listening (SL)

Participation and Expression:

- SL.PE.1.1

Integration and Interpretation:

- SL.II.1.2

Evaluation of Spoken Information:

- SL.ES.1.3

Presentation of Ideas:

- SL.PI.1.4

Active Listening and Social Interaction:

- SL.AS.1.6

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, the difference between facts, points of view, and opinions, accessing digital library resources.

	Geographic data can be used to identify cultural and environmental characteristics of places.
	Environmental characteristics influence how and where people live.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
	Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.
6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Performing Arts Standards

1.4.2.Cn11: (a). With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. (b). Collaborate on the creation of a short scene based on personal perspectives and understanding.

Essential Questions

Bend 1: How do nonfiction readers approach books with curiosity, intent on learning the main idea and answering their questions, while using their word work to solve new words (and key vocabulary) part by part?
Bend 2: How do readers read two or three nonfiction texts across a text set to learn about their topic and use keyword knowledge to think and talk about it while using vowel teams and -y endings to decode a broader range of words?
Bend 3: How do readers synthesize what they have learned about a topic from reading within a text set and teach it to others?

Students Will Know/Students Will Be Skilled At

- Readers gain factual knowledge from reading informational texts.
- Identify the different elements of informational texts.
- Utilize the different elements of informational texts to learn more about a topic.
- Understand the real purpose of reading nonfiction—to grow smarter about our world.
- Readers differentiate between fiction and nonfiction texts.
- Students read longer stretches of nonfiction text with engagement.
- Readers compare and contrast information across texts.

- Orienting to nonfiction text

- Identify main idea and supporting details when retelling or summarizing

- Ask questions before during and after reading

- Engage in cross-text synthesis to build knowledge

- Build vocabulary about a range of topics

- Build on fluency

- Read critically and grow ideas about texts

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud/Shared Reading responses, written and oral

- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk--Knee Talking, Sharing out
- Post-it Board

Summative including Alternative Assessments:

- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

Benchmark Asessments

- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Diagnostic: Phonological Assessment Profile by Linguisystems (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

Learning Plan

Primary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both structured and balanced literacy practices to both decode *and* comprehend print.

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-used techniques. Daily word work emphasizing phonics and phonemic awareness uses a multisensory approach to instruction. Decodable and controlled texts are used. For Word Study, please refer to the Cranford Scope and Sequence. and the Phonological Awareness Scope and

Sequence.

To teach comprehension, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop These include interactive read-alouds, mini lessons, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership discussions. Students will select from authentic literature at their independent reading levels. Teachers will focus on the needed skills and behaviors identified on the Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

During reading workshop, teachers follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Clickhere.)

Please see the Cranford Public School Grades K-5 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The bends below provide detailed teaching points and lesson ideas.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Before Beginning this Unit

Before beginning this unit:

- Designate a wall or spot in the room to collect new vocabulary across the unit
- Students should have access to nonfiction texts on a variety of topics

- Prepare Materials/Tools:
    - Topic-based text sets (2-3 texts on the same topic banded together)
    - Sticky Notes, white boards, markers, pens
    - Read Aloud Text Set on 1 specific topic (i.e. Bees)

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under Grade 1 Curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

Materials

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. Classrooms will house rich and diverse classroom libraries of both classic and contemporary works.

The core materials for this unit include the Units of Study in Reading for grade 1, The Reading and Writing Project at Mossflower, 2024-2025.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.
- Cranford Word Study Program.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see the FPC and Units of Study Crosswalk.

Possible intervention materials including resources from FCRR and West Virginia may be found in the Pathways to Intervention document. Teachers can access the green Leveled Literacy Intervention (LLI) kits

for striving readers.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources. Classrooms house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Instructional Materials

Please use this link to access instructional materials for this unit.

For possible anchor charts, please look at instructional materials in the Grades K-5 folder.

Possible Read Aloud Texts

- Magic Tree House: Thanksgiving on Thursday by Mary Pope Osborne
- Hang On Monkey by Susan Neuman
- Owls by Mary Dunn
- Surprising Sharks by Nicola Davies
- Big Blue Whale by Nicola Davies
- One Tiny Turtle by Nicola Davies
- Creatures of the Earth, Sea, and Sky by Georgia Heard
- Pebbles Plus Series
- Scholastic News Nonfiction Readers
- Scholastic News Weekly Readers
- National Geographic Kids

Possible Teaching Charts

- "All Kinds of Nonfiction"
- "Get Super Smart About Nonfiction Topics"
- "Nonfiction Readers use Text Features to Help Them Read!"
- "Read Aloud Like An Expert!"
- "Good Habits for Solving Hard Words"

Guided Reading

Fiction and nonfiction book sets with 6-8 copies of the same title. Levels A to M - at least 12 sets in each level for both fiction and nonfiction

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2023.
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K-2, Jennifer Serravallo
- Conferring wth Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- For lessons for word work, see Florida Center for Reading Research
- Heinemann website: https://www.heinemann.com/extracreditclub/home.aspx for anchor charts, unit resources, and other online resources. (Consult with building principal or literacy team for access).

Suggested Strategies for Modifications and Accommodations

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.

Additional modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students and Pathways to Intervention documents in the Grades K-5 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.