

Unit 3: Word Detectives (Weeks 11-15)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length:
Status: **Published**

Unit 3: Word Detectives

Unit Rationale

Students will continue to develop the prerequisite skills from the previous units. Students will use their knowledge of letters, sounds, and words to read grade level texts. Also, students will learn distinguishing features between genres then explain the differences between books that tell stories (literature) and books that give information (informational texts). They will identify and explain how words contribute to feelings, identify who is telling the story at various parts, and compare/contrast characters' experiences and adventures in stories. In addition, students will ask and answer questions about key details, identify the main topic of texts, and reasons an author gives to support points in a text. Students will continue to apply word-solving strategies to decode unknown words and understand fiction and non-fiction texts.

21st Century Life and Career

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Essential Questions

Why are there different literary genres?

How do readers use their knowledge of letters, sounds, and words to read?

Why do fiction books contain characters and plot?

How do nonfiction texts teach us about a topic?

Pre-Assessments

[Word Detectives Assessment](#)

Instructional Plan

<https://docs.google.com/document/d/1IKsPenVOjpyi9iXBXdVzCSktxKd-fBV-CsZiHAQ2Xdc/edit>

Skill Set #1: Readers are Word Detectives in Training

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #2: Word Detectives Tap into the Power of Snap Words

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #3: Word Detectives Use Knowledge of Letters, Sounds, and Words to Read

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria

... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for

clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See CrossWalk

New Jersey Student Learning Standards: Content Area

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| ELA.L.RF.1.1 | Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| ELA.L.RF.1.3.A | Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). |
| ELA.L.RF.1.3.B | Decode regularly spelled one-syllable words. |

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| ELA.L.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| ELA.RL.CR.1.1 | Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). |
| ELA.RI.CR.1.1 | Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). |
| ELA.RL.IT.1.3 | Describe characters, settings, and major event(s) in a story, using key details. |
| ELA.RL.MF.1.6 | With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. |
| ELA.RI.MF.1.6 | With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. |
| ELA.RI.AA.1.7 | Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. |
| ELA.SL.PE.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| ELA.SL.PE.1.1.A | Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| ELA.SL.PE.1.1.B | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| ELA.SL.PE.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion. |
| ELA.SL.PI.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| ELA.SL.AS.1.6 | Produce complete sentences when appropriate to task and situation. |

Integration of Career Readiness, Life Literacies and Key Skills

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| TECH.9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| TECH.9.4.2.CT.1 | Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). |
| TECH.9.4.2.CT.2 | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). |

Integration of Computer Science and Design Thinking

Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.

People work together to develop programs for a purpose, such as expressing ideas or addressing problems. The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).

The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

SEL Competencies

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| SEL.PK-12.1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior |
| SEL.PK-12.2.1 | Understand and practice strategies for managing one's own emotions, thoughts, and behaviors |
| SEL.PK-12.2.2 | Recognize the skills needed to establish and achieve personal and educational goals |
| SEL.PK-12.2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| SEL.PK-12.3.4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| SEL.PK-12.4.1 | Develop, implement and model effective problem-solving, and critical thinking skills |
| SEL.PK-12.4.2 | Identify the consequences associated with one's actions in order to make constructive choices |
| SEL.PK-12.5.2 | Utilize positive communication and social skills to interact effectively with others |
| SEL.PK-12.5.3 | Identify ways to resist inappropriate social pressure |
| SEL.PK-12.5.5 | Identify who, when, where, or how to seek help for oneself or others when needed |