

Unit 5: Readers Have Big Jobs To Do (Weeks 23-29)

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

Unit 5: Readers Have Big Jobs To Do

Unit Rationale

As grade level texts increase in difficulty, students need to practice using more than one strategy to word solve. The unit encourages students to read more complex books with accuracy, fluency, and comprehension. Students will recognize the importance of using MSV (meaning, syntax, and visual cues) when decoding unknown words independently. This understanding will strengthen a reader's fluency, strategies for word solving, and overall comprehension of fiction and nonfiction texts.

21st Century Life and Career

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

Essential Questions

Why is it important for readers to use more than one strategy to decode a word?

How do readers use multiple strategies to read tricky words?

How do readers reflect on fiction and nonfiction texts?

Pre-Assessments

post-it notes

reading response notebooks

student/teacher conference

teacher observation

Instructional Plan

<https://docs.google.com/document/d/1koxC4io0KUREsni6vDoaXa-nY7wyATww-5wFq3v7oo8/edit>

Skill Set #1: Readers Have Important Jobs to Do

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: Readers Add New Tools to Read Hard 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: Readers Use Tools to Understand Their Books

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 #4: Readers Use Multiple Strategies to Get the Job Done

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

ELA.L.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.
ELA.L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

ELA.L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.L.VI.1.3.A	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.L.VI.1.3.B	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
ELA.L.VI.1.3.C	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
ELA.L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
ELA.L.VI.1.3.E	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
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.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (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.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
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.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.RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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

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).

Integration of Computer Science and Design Thinking

CS.K-2.8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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

ELA.L.VL.1.2

Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

SEL Competencies

SEL.PK-12.1.1

Recognize one's feelings and thoughts

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

SEL.PK-12.1.3

Recognize one's personal traits, strengths, and limitations

SEL.PK-12.1.4

Recognize the importance of self-confidence in handling daily tasks and challenges

SEL.PK-12.2.1

Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

SEL.PK-12.2.3

Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

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