

Unit 03: Leveled Literacy Intervention Levels E-H

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

World Languages

STANDARD 1: Children know that others may use different languages (including sign) to communicate and will express simple greetings, words, and phrases in a language other than their own.

7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme or song).

7.1.2 Say simple greetings, words and phrases in a language other than their own.

7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.

7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

WL.PK.7.1	Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.
WL.PK.7.1.1	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).
WL.PK.7.1.2	Say simple greetings, words, and phrases in a language other than their own.
WL.PK.7.1.3	Comprehend previously learned simple vocabulary in a language other than their own.
WL.PK.7.1.4	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

Integration of Career Readiness, Life Literacies and Key Skills

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.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
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.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
TECH.8.1.2.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.1.2.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.

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

LA.RL.1	Reading Literature Text Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details. Craft and Structure
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

LA.RL.1.6	Identify who is telling the story at various points in a text. Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events. Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1	Reading Informational Text Key Ideas and Details
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.K-12.NJSLSA.W	Writing
LA.RI.1.2	Identify the main topic and retell key details of a text. Text Types and Purposes
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Integration of Knowledge and Ideas
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RF.1	Reading Foundation Skills Print Concepts
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness
LA.K-12.NJSLSA.SL	Speaking and Listening
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. Comprehension and Collaboration
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Phonics and Word Recognition Presentation of Knowledge and Ideas
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.K-12.NJSLSA.L	Language Fluency
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension. Conventions of Standard English
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

When acquiring reading and writing skills, students need to think within the text, beyond the text and about the text. These reading behaviors include solving words, synthesizing and analyzing written information. Academic vocabulary is essential to English Language Learners. The vocabulary enables ELLs to succeed in all areas of grade level curriculum. The words acquired are cross-curricular. Grammar enables students to understand and use appropriate sentence structure. ELLs learn parts of speech, language usage and synthesize the information to write sentences and write longer to produce paragraphs.

Meaning

Essential Questions

Essential Questions

Why are reading behaviors important?

How can learning parts of speech and language usage help students write appropriately?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Reading behaviors include solving words, synthesizing and analyzing what is read.

Grammar instruction enables students to understand and use appropriate sentence structure.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- grade level snap/sight words
- reading behaviors
- grammar usage
- social and instructional language
- language of language arts, mathematics, science and social studies

Skills

Skills

Student will be skilled at ...

- following multi-step oral directions
- recognizing many high frequency words quickly and easily

- solving words with learned strategies
- self-correcting
- reading fluently
- predicting text
- analyzing and critiquing text
- solving more complex words
- adjusting reading rate
- bringing knowledge from personal experiences to connect with the text
- sharing opinions about the text
- mastering grade level snap/sight words
- understanding the use of sentences, pronouns, nouns, verbs, contractions, compound words, plural nouns, possessives, past tense and irregular verbs

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Building Spelling Skills by Evan-Moor Grade 1

WIDA Can do booklet Grades K-2

Grammar and Punctuation by Evan-Moor Grade 1

Lesson Guide- Leveled Literacy Intervention Levels E-H by Fountas and Pinnell

District Grade level sight/snap word list

Finish Line Test Prep System

Formative Assessment Strategies

Formative Assessment Strategies

- reading benchmarks (independent, instructional, hard) Fall, Winter, Spring
- sight/snap word assessments
- I-ready assessments
- journal writing
- Finish Line Assessments (ACCESS Test)

Learning Activities/Unit of Study

Learning Activities/Unit of Study

-sight/snap word review

- reread previously read book

- word work

- introduction to new text

- independent reading

- discussion

- writing about reading

- review of homework(reading/spelling)

- Grammar Thursdays

- grammar lesson

-ACCESS test review (reading, writing, speaking, listening)

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.