Nov. SW Reading Gr.1 Launching

Content Area: **English**
Course(s):
Time Period: **November**
Length: **8-10 Weeks**
Status: **Published**

Unit Overview

DESCRIPTION

The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

Enduring Understandings

Student Outcomes Students will: ■ Develop an understanding of themselves as readers; ■ Learn to self-select appropriate texts; ■ Set goals for themselves as readers; ■ Learn the expectations and routines for actively participating in a reading community; ■ Participate in collaborative conversations about texts; ■ Follow agreed-upon rules for discussions; ■ Identify the central or big idea of a text; ■ Ask and answer questions to clarify understanding of a topic under discussion; ■ Recognize the similarities and differences among genres and sub-genres, including fiction, poetry, and nonfiction; ■ Develop habits of mind for engaging with a variety of texts; ■ Learn how to apply self-monitoring skills; ■ Determine the meaning of challenging vocabulary words and phrases in a text; ■ Ask and answer questions in order to demonstrate an understanding of the key details in a text; ■ Identify and use various text features and structures to locate and understand key information in a text; and ■ Express their opinions about the books they listen to and read.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

Why do we read?

How do we make choices in what we read?

What does a good reader do?

Instructional Strategies & Learning Activities

Launching Grade 1

Interactive Read-Aloud and Shared Reading Lessons

Lesson 1: Building a Community of Readers uses all of the mentor texts from the unit, particularly Library Mouse: A World to Explore by Daniel Kirk.

Rationale: Readers gather as a community to learn how to read, to share ideas, to listen, and to celebrate their progress as developing readers. Students will learn what it means to be part of a community that values listening, sharing, learning, and reading.

Common Core State Standards: SL.1.1, SL.1.2, RL.1.1, RL.1.2, RL.1.5, RL.1.6, RL.1.7, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: The Parts of a Book uses Library Mouse: A World to Explore by Daniel Kirk and "The Sweet Smell of Books" by Pat Pollack from the Launching Shared Texts.

Rationale: Readers recognize and use the different parts of books in order to handle them properly, locate information, and gain meaning. Students will identify book parts and text features, examine their purposes, and think about what they contribute to a book's overall message.

Common Core State Standards: RL.1.5, RI.1.5, RF.1.1, RI.1.10, SL.1.1, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Introducing Reading Workshop uses Miss Smith's Incredible Storybook by Michael Garland

Rationale: Readers listen, share, and use the ideas that are discussed during reading workshop to help them grow as readers. Students will learn about the rituals, routines, and expectations for reading workshop.

Common Core State Standards: SL.1.1, SL.1.2, RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.6, RL.1.7, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 4: The Best Place to Read uses The Best Place to Read by Debbie Bertram and Susan Bloom. Rationale: Readers determine places in their environment where they can do their best thinking and reading work. Students will think about, discuss, and select the best places in their classroom and homes where they can think and read.

Common Core State Standards: RL.1.5, RL.1.7, RI.1.5, RI.1.10, SL.1.1, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Conversations and Partnerships uses Ice Cream: The Full Scoop by Gail Gibbons.

Rationale: Readers use strategies and remember routines when participating in conversation and discussion about the books they listen to and read. Students will engage with text and exhibit a greater appreciation for the conversation and discussion components of reading workshop.

Common Core State Standards: SL.1.1, SL.1.2, SL.1.3, RI.1.1, RI.1.2, RI.1.5, RI.1.10, SL.1.4, SL.1.5, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Featuring Fiction uses Library Mouse: A World to Explore by Daniel Kirk and "Mr. Sticky Paws" by Lissa Rovetch from Highlights High Five from the Launching Shared Texts.

Rationale: Readers of fiction use story elements to help them understand what they are reading. Students will enhance their understanding of fictional stories through identifying the story elements of characters, setting, problem, and solution.

Common Core State Standards: RL.1.2, RL.1.3, RL.1.6, RL.1.7, RL.1.9, RL.1.1, SL.1.1, SL.1.2, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Born to Read uses Born to Read by Judy Sierra.

Rationale: Readers use their personal experiences when reading in order to share what they know and develop

questions regarding the things they wonder about. Students will make personal connections and ask questions as they read in order to develop a better understanding of texts.

Common Core State Standards: RL.1.1, SL.1.1, SL.1.2, RL.1.2, RL.1.3, RI.1.1, RI.1.2, RI.1.10, SL.1.3, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Building on Fiction uses "Sharing the Wheat: A Middle Eastern Folktale" retold by Nina Jaffe from Highlights High Five from the Launching Shared Texts.

Rationale: Readers use their knowledge of the elements of fiction—including character, setting, problem, and solution—in order to support comprehension, make predictions, and understand texts. Students will begin to recognize character, setting, problem, and solution as fictional text elements that help them better understand what the story is mainly about.

Common Core State Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.9, SL.1.2, SL.1.4, RL.1.5, RL.1.6, SL.1.1, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Readers Can Do Anything! uses Born to Read by Judy Sierra.

Rationale: Readers visualize when they investigate, learn from, and practice their reading. Students will continue to build confidence, develop and grow as readers, and create mental images to clarify their thinking and enhance their understanding of texts.

Common Core State Standards: RL.1.3, RL.1.4, RL.1.1, RL.1.2, RL.1.7, SL.1.1, SL.1.2, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: Poetry Moves Us! uses "On the Move: An Action Rhyme" by Mandy C. Yates from Highlights High Five from the Launching Shared Texts.

Rationale: Readers celebrate and remember the poems they listen to and read by performing them with gestures and expressive appreciation. Students will act out poems by using inflection, expression, gesture, and movement in order to enhance their understanding and appreciation of the rhythm, rhyme, meaning, and musicality of the genre of poetry.

Common Core State Standards: RL.1.4, RF.1.2, RL.1.5, RL.1.6, SL.1.1, SL.1.4, SL.1.5, SL.1.6, L.1.6, RF.1.1

Skills and Strategies: Text and Genre Features/Structure, Visualizing, Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 11: Learning New Words uses Red Sings from Treetops: A Year in Colors by Joyce Sidman.

Rationale: Readers use clues to help them determine the meaning of unfamiliar words. Students will use context clues and word meaning strategies in order to discover the meaning of unfamiliar words.

Common Core State Standards: RL.1.4, L.1.4, L.1.5, SL.1.1, SL.1.2, SL.1.3, SL.1.6, L.1.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 12: What's the Scoop? uses Ice Cream: The Full Scoop by Gail Gibbons.

Rationale: Readers notice and learn from information presented in pictures or illustrations and information provided by the words in text. Students will use the pictures to assist them in gaining deeper meaning from the text.

Common Core State Standards: RI.1.2, RI.1.7, L.1.4, L.1.5, RL.1.1, RL.1.4, RI.1.1, RI.1.10, SL.1.1, SL.1.6, L.1.6

Skills and Strategies: Visualizing, Determining Importance, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Let's Choose Carefully! uses "The Adventures of Spot" by Marileta Robinson from Highlights High Five from the Launching Shared Texts, a chapter book from the classroom library of older students, and The Best Place to Read by Debbie Bertram and Susan Bloom.

Rationale: Readers choose books carefully so that they don't find themselves reading a book that is either too easy or too hard for them to understand. Students will use strategies to determine whether a book is too easy, too hard, or just right for them to read.

Common Core State Standards: RL.1.5, RL.1.7, RL.1.10, RI.1.5, RI.1.10, SL.1.1, SL.1.6, L.1.6, W.1.5 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Finding Word Meaning

(Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Digging Deeper to Discover Genre uses Red Sings from Treetops: A Year in Colors by Joyce Sidman, Ice Cream: The Full Scoop by Gail Gibbons, and Miss Smith's Incredible Storybook by Michael Garland.

Rationale: Readers explore a variety of genres as they expand their curiosity about the different books they can read. Students will discover the different components and features of the genres of fiction, nonfiction, and poetry.

Common Core State Standards: RL.1.5, SL.1.2, RL.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6, L.1.5, L.1.6, W.1.5
Skill and Strategy: Text and Genre Features/Structure

Lesson 3: Let's Think About It! uses "Lost and Found" by Susan Yoder Ackerman from Zootles: Zebras from the Launching Shared Texts.

Rationale: Readers record what they think about and learn from the books they read in order to gain deeper meaning and enhance their understanding. Students will record and organize their questions, connections, and inferences to help clarify their thinking and understanding.

Common Core State Standards: RL.1.1, SL.1.2, SL.1.3, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.10, SL.1.1, SL.1.4, SL.1.6, L.1.6, W.1.5

Skills and Strategies: Using Schema, Questioning, Determining Importance, Engaging in Discussion/Collaborating

Lesson 4: Read, Retell, and Remember uses "Watching Whales" by Agnieszka Biskup from Zootles: Whales from the Launching Shared Texts.

Rationale: Readers remember facts from their nonfiction texts when they retell and share this information with a partner. Students will share what they have learned from their independent reading with a partner in order to enhance their understanding and grow new ideas.

Common Core State Standards: RI.1.2, SL.1.3, RL.1.10, RI.1.1, RI.1.5, RI.1.10, SL.1.1, SL.1.6, L.1.6, W.1.5

Skills and Strategies: Using Schema, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating

Lesson 5: Getting Stronger uses a "just-right" reading book for each student chosen from the classroom library.

Rationale: In order for readers to improve and grow, they need to practice so that they can build their reading

strength. Students will learn about the role stamina plays in their reading development and will discover the importance of thinking, practicing, and working hard so that they will gain confidence and reading strength.

Common Core State Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.6, RL.1.7, RL.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.6, W.1.5

Skills and Strategies: Text and Genre Features/Structure, Using Schema

Lesson 6: A Balanced Reading Diet uses all of the mentor texts from the unit.

Rationale: Readers vary their reading selections to incorporate different genres. Students will enhance their reading lives and be greater contributors to their reading community by expanding their reading choices to include a wide variety of texts and genres.

Common Core State Standards: RL.1.5, RL.1.1, RL.1.2, RL.1.3, RL.1.6, RL.1.7, RL.1.10, SL.1.1, SL.1.2, SL.1.6, L.1.6, W.1.5

Skills and Strategies: Text and Genre Features/Structure, Using Schema

Integration of Career Readiness, Life Literacies, and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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).
9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology and Design Integration

Students will interact with the Smartboard throughout the lessons. Students will explore and read texts on the Ipads through reading centers.

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.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

Interdisciplinary Connections

Interdiciplinary connections will occur with the mentor texts in social studies and science.

6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
SCI.K-2.5.1.2.A	Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.
SCI.K-2.5.2.2.A.a	Living and nonliving things are made of parts and can be described in terms of the materials of which they are made and their physical properties.
SCI.K-2.5.2.2.C.a	The Sun warms the land, air, and water.
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.

- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Choices of personal reading texts will be leveled or matched to each students interest and comfort levels.

Modifications & Accommodations

IEP and 504 accommodations will be utilized.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

DRA's

Aimsweb assessments three times a year

Linkit testing 3 times a year

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Anecdotal notes

Assigned homework

Student participation

Independent group work/projects

Appendix

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Schoolwide, Inc. recommended assessments and rubrics

Guided Reading Groups

Running records

Fundation Assessments

Instructional Materials

Extensive Schoolwide leveled readers classroom library for choice reading.

Mentor Texts

Schoolwide, Inc. teaching materials and worksheets, graphic organizers

Mentor Texts:

The Best Place to Read by Debbie Bertram and Susan Bloom Born to Read by Judy Sierra Ice Cream: The Full Scoop by Gail Gibbons Library Mouse: A World to Explore by Daniel Kirk Miss Smith's Incredible Storybook by Michael Garland Red Sings from Treetops: A Year in Colors by Joyce Sidman Launching Shared Texts "The Adventures of Spot" by Marileta Robinson from Highlights High Five "Lost and Found" by Susan Yoder Ackerman from Zootles: Zebras (Lexile Level: 870L) "Mr. Sticky Paws" by Lissa Rovetch from Highlights High Five (Lexile Level: 380L) "On the Move: An Action Rhyme" by Mandy C. Yates from Highlights High Five "Sharing the Wheat: A Middle Eastern Folktale" retold by Nina Jaffe from Highlights High Five (Lexile Level: 690L) "The Sweet Smell of Books" by Pat Pollack (Lexile Level: 680L) "Watching Whales" by Agnieszka Biskup from Zootles: Whales (Lexile Level:750L)

Standards

See as noted above

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.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
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.1.5	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.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).