

**Quinton Township School District**  
**English Language Arts Literacy - Reading with Theater Arts Infused**  
**Grade 1**

**Pacing Chart/Curriculum MAP**

|                        |   |                    |                              |                |         |
|------------------------|---|--------------------|------------------------------|----------------|---------|
| <b>Marking Period:</b> | 1 | <b>Unit Title:</b> | Building Good Reading Habits | <b>Pacing:</b> | 6 weeks |
|------------------------|---|--------------------|------------------------------|----------------|---------|

**Unit Summary:** This unit is broken into three bends. The first bend reminds readers to call on familiar habits at the beginning, in the middle, and at the end of the book. The second rallies readers to draw on all that they know in order to work hard to solve tricky words. The third channels readers to draw on their growing repertoire of ways to read with partners.

**Objectives:**

Bend 1

- Students will be able to preview the text before diving into the work of reading the words.
- Students will be able to “do something” at the end of a book (ex. reread, think back, talk about it with others).
- Students will be able to become stronger readers by reading more books.
- Students will be able to set goals to read all day long.
- Students will be able to reread to make reading voices smoother.
- Students will be able to track with their eyes and scoop up more words.
- Students will be able to reread to better understand their books.

Bend 2

- Students will be able to preview pages to figure out what words make sense.
- Students will be able to acknowledge and drop poor reading habits and form new habits to solve tricky words.
- Students will be able to look at all parts of a word to decode it.
- Students will be able to use the illustrations to figure out tricky words.

- Students will be able to double-check to make sure the words they are reading make sense and look right.
- Students will be able to use multiple strategies to decode words.
- Students will be able to try tricky words two ways.

### Bend 3

- Students will be able to introduce their book to a partner.
- Students will be able to coach their partners to help them solve tricky words on their own.
- Students will be able to retell their books to a partner, reread to themselves, or review a favorite part when finished reading.
- Students will be able to set new reading goals.
- Students will be able to complete before, during, and after strategies during a read-aloud.

### **Essential Questions:**

- What are the procedures and expectations of the Readers Workshop and why are they important for readers?
- How do readers become great readers?
- What are good reading habits?
- What can I do to make my reading longer and stronger?
- How can I tackle hard words?
- How can my partner help me become a stronger reader?
- What can I do to help my partner become a stronger reader?
- How can I become a fluent reader?
- What do good readers do at the end of a book?
- What do readers do before reading, during reading, and after reading?
- **How do we use our imagination in everyday life?**
- **How do we use our voices to express ourselves?**

**Common Core State Standards/Learning Targets:**

**Bend 1**

RL.1.1, 1.2, 1.3, 1.7, 1.10

RI.1.1, 1.2, 1.3, 1.7, 1.10

RF.1.1, 1.2, 1.3, 1.4

SL.1.1, 1.2, 1.6

**Bend 2**

RL1.7

RI1.7

RF1.2, 1.3, 1.4

L1.2d,e, 1.4

**Bend 3**

RL.1.1, 1.2, 1.3

RI.1.1, 1.2, 1.3

RF1.2, 1.3, 1.4

SL1.1, 1.2, 1.6

VPA 1.1, 1.3, 1.4

**Interdisciplinary Connections/Including 21st Century Themes and Skills:** Technology, Reading, Listening, Speaking, Personal Expression, Perseverance, Cooperation, Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Life & Career Skills, **Visual and Performing Arts**

| Overview of Activities | Teacher's Guide/ Resources                 | Core Instructional Materials | Technology Infusion   |
|------------------------|--|------------------------------|---|
| <b><u>Bend 1</u></b>   | <b><u>Building Good Reading Habits</u></b> | <b><u>Bend 1</u></b>         | <ul style="list-style-type: none"><li>• Smart Board</li></ul> |

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| <p><b>Session 1-</b> Readers get their minds ready to read by previewing the text before reading the words.</p> <p><b>Session 2-</b> Readers don't just push aside a book when they are finished. They do something with their book – they reread, think back, and/or talk about it with others.</p> <p><b>Session 3-</b> Readers continually strive to get stronger at reading and reading more books can strengthen reading muscles.</p> <p><b>Session 4-</b> Readers set reading goals for themselves based on how much reading they accomplished the previous session.</p> <p><b>Session 5-</b> Readers will need to understand the importance of rereading the text to sound smooth.<br/> <b>Readers will present oral interpretations of their reading to others.</b></p> <p><b>Session 6-</b> Readers will need to learn how to read with their eyes and not their fingers by scooping up more words at a time and rereading short phrases rather than word-by-word.<br/> <b>Readers will interpret and present language orally to others.</b></p> | <p><b><u>Bend 1</u></b></p> <p><b>Session 1-</b> Readers Take a Sneak Peek to Get Ready to Read</p> <p><b>Session 2-</b> Readers Do Something at the End of a Book</p> <p><b>Session 3</b> Readers Get Stronger by Reading More and More</p> <p><b>Session 4-</b> Readers Set Goals to Read All Day Long</p> <p><b>Session 5-</b> Readers Reread to Make Their Reading Voices Smoother</p> <p><b>Session 6-</b> Readers Track With Their Eyes and Scoop Up More Words</p> <p><b>Session 7-</b> When Readers Reread, They See More!</p> | <p><b>Session 1- <u>Ollie the Stomper</u></b> by Olivier Dunrea, Readers Build Good Habits anchor Chart, post-its: “Take a Sneak Peek at the Beginning and Check your Sneak Peek”, book bins for each table with C-G books, Assigned meeting spots/reading spots/partner spots, assign temporary partnerships, Reading Partners Work Together anchor chart, post-its: “We work as a team and We build good habits together”</p> <p><b>Session 2- <u>Ollie the Stomper</u>,</b> Readers Build Good Habits, post-it: “Do SOMETHING at the end”, book bins from yesterday, Reading Partner place markers in the meeting area, Reading Partners</p> | <p>Applications</p> <ul style="list-style-type: none"> <li>• Google Applications</li> <li>• CD Player/classical music cd</li> <li>• iPads</li> </ul> |
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| <p><b>Session 7-</b> Students will learn that by rereading familiar books they will come across new details that will help them understand their books in bigger ways.</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 8-</b> Readers preview each page to get their minds thinking before they work on reading words. This way, if they get stuck, they can think back to all of the clues they see on the page to figure out what word/s make sense.</p> <p><b>Session 9-</b> Students will need to notice their bad reading habits so that they can remove them and to remember to use the good reading habits they've learned for solving tricky words.</p> <p><b>Session 10-</b> Students will need to learn that checking the beginning of a word is not enough. They will need to look at all the parts of a word to figure it out.</p> <p><b>Session 11-</b> Students will need to use their good habits of reading to help them figure out tricky words.</p> <p><b>Session 12-</b> Students will need to learn how to double-check to be sure that what they're reading makes sense and looks right.</p> | <p><b><u>Building Good Reading Habits</u></b></p> <p><b><u>Bend 2</u></b></p> <p><b>Session 8-</b> Readers Sneak Peek at the Pictures to Figure Out the Words</p> <p><b>Session 9-</b> Drop Bad Habits! Pick Up Good Habits!</p> <p><b>Session 10-</b> Readers Look at All Parts of the Word</p> <p><b>Session 11-</b> Readers Use Meaning to Figure Our Words</p> <p><b>Session 12-</b> Readers Double-Check Their Reading</p> <p><b>Session 13-</b> Readers Don't Give Up – They Try, Try Again</p> <p><b>Session 14-</b> Try It Two Ways!</p> | <p>Work Together anchor chart, post-its: “We read together and We Give Reminders”</p> <p><b>Session 3-</b> Readers Build Good Habits anchor Chart, post-its: “Read MORE and MORE and Keep track”, enough books in the book bins for each child to have 3 (to bring to rug), teacher demonstration stack of 5-6 leveled books, reading mats, post-its for students at the meeting area and many in the bins</p> <p><b>Session 4-</b> Readers Build Good Habits anchor Chart, post-it: “Set Goals”, teacher post-it with check or tally marks, post-its for students to set goals on, reading mats</p> <p><b>Session 5-</b> <u>Ollie the Stomper</u>, Readers Build</p> |  |
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| <p><b>Session 13-</b> Students will need to learn to not give up! When they use one strategy and it doesn't work they can try another.</p> <p><b>Session 14-</b> Readers will need to know that vowels make two sounds and that they can try both sounds to figure out a tricky word.</p> <p><b>Bend 3</b></p> <p><b>Session 15-</b> Students will learn that one good reading habit partners have is to introduce a book to each other at the beginning.</p> <p><b>Session 16-</b> Students will need to learn that reading partners coach each other to use good reading habits to solve tricky words in books, instead of just telling them the word. *</p> <p><b>Session 17-</b> Students will need to understand that once they have finished reading a book, they will need to make a plan of what to do next. That might include rereading, noticing more, or getting ready for a retell. *</p> <p><b>Session 18-</b> Students will celebrate all of the good habits that they have developed as readers and all of the help that they have given their partners. Together they will set goals</p> | <p><b><u>Building Good Reading Habits</u></b></p> <p><b>Bend 3</b></p> <p><b>Session 15-</b> Partners Can Introduce Their Books to Each Other</p> <p><b>Session 16-</b> Partners Don't Tell, They Help!</p> <p><b>Session 17-</b> Partners Can Do Something at the End of a Book, Too!</p> <p><b>Session 18-</b> Readers Celebrate and Set New Goals</p> | <p>Good Habits anchor Chart, post-it: "Reread to smooth out your voice", Reading Partners Work Together anchor chart, post-it: "We give reminders"</p> <p><b>Session 6-</b> poem "Make New Friends on chart paper, big spoon or ladle, one small plastic spoon for each student, Readers Build Good Habits anchor Chart, post-it: "Scoop up words in phrases"</p> <p><b>Session 7-</b> personal book bins or bags, <u>Ollie the Stomper</u>, magnifying glass for demonstration, magnifying glasses for each student (can be made out of paper), Readers Build Good Habits anchor Chart, post-it: "Reread to see MORE"</p> |  |
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for the year. \*

**Bend 2**

**Session 8-** Readers  
Build Good Habits  
anchor Chart, Gossie  
and Gertie by Olivier  
Dunrea, mask a word in  
the text using a small  
post-it that students can  
solve by using the  
picture

**Session 9-** Readers  
Build Good Habits  
anchor Chart, Gossie  
and Gertie, decide what  
your bad habits will  
sound like, charts with  
headings Drop That  
Bad Habit” and “Pick  
Up a Good Habit”,  
Reading Partners Work  
Together anchor chart

**Session 10-** White  
boards and markers for  
each student, Gossie  
and Gertie with a word  
that is easily decoded  
(beetle on p. 27) and a  
few masked words to  
practice a “running

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|  |  | <p>start”, Good Habits for Solving Hard Words anchor chart, post-it: “Check the picture, Look at ALL the parts of the word, and Get a running start”, magnetic letters for the words look, looks, looking, looked, “Be the Teacher” game signs</p> <p><b>Session 11- <u>Gossie and Gertie</u></b> with a few words masked for students to work through the meaning, Good Habits for Solving Hard Words anchor chart</p> <p><b>Session 12- Wear 2</b> different socks that are almost the same (ex. black and navy), <u>Gossie and Gertie</u> with a masked word to help find word parts (grain on p. 29), Good Habits for Solving Hard</p> |  |
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|  |  | <p>Words anchor chart,<br/>post-it: “Check it! Do a<br/>double-check!”,<br/>Reading Partners Work<br/>Together anchor chart,<br/>student book bins or<br/>boxes, whiteboards and<br/>markers, <u>Gossie and<br/>Gertie with shouted on<br/>p.26 highlighted to<br/>illustrate the work of<br/>breaking words into<br/>smaller parts</u><br/><b>Session 13-</b> Good<br/>Habits for Solving<br/>Hard Words anchor<br/>chart, copy of “Little<br/>Miss Muffet” written<br/>on chart paper with an<br/>illustration, small<br/>post-it notes for<br/>students to play “Guess<br/>the Covered Word”<br/><b>Session 14-</b> Vowel<br/>charts, flashcards, or<br/>songs that you have<br/>used in the classroom,<br/>Good Habits for<br/>Solving Hard Words</p> |  |
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|  |  | <p>anchor chart, post-it:<br/>“Try it 2 ways”, <u>Gossie and Gertie</u> to discuss vowel patterns, mystery words written on index cards for partners to figure out, Reading Partners Work<br/>Together anchor chart<br/><b><u>Bend 3</u></b><br/><b>Session 15-</b> Assign formal reading partners based on reading levels, Reading Partners Work<br/>Together anchor chart, post-it: “We give book introductions”, <u>Kazam’s Birds</u> by Amy Erlich which has a strong story to support partner talk, students will need to bring one familiar book to the meeting area, student reading logs<br/><b>Session 16-</b> Reading Partners Work<br/>Together anchor chart, post-it: “We don’t just</p> |  |
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|  |  | <p>tell – we HELP!”, highlight a tricky word in <u>Kazam’s Birds</u>, students will need to bring one familiar book to the meeting area, student Good Habits for Solving Hard Words anchor chart</p> <p><b>Session 17-</b> Readers Build Good Habits anchor chart, Good Habits for Solving Hard Words anchor chart, post-it: “We do something at the end” (add this to the Reading Partners Work Together anchor chart), select a partnership that can be models for what to do when they are finished reading a book</p> <p><b>Session 18-</b> Readers Build Good Habits anchor chart, Good Habits for Solving Hard Words anchor chart, Reading Partners</p> |  |
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|  |  | Work Together anchor chart, post-it notes and pens for each student, sentence strips for each student |  |
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| Formative Assessment Plan  | Summative Assessment Plan  |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Running records for fluency and accuracy</li> <li>● Teacher-student conferences</li> <li>● Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa</li> <li>● Anecdotal Notes</li> </ul> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b><br/> Fountas &amp; Pinnell Benchmark Assessment<br/> <b>Oral fluency</b></p> |

## Differentiation

| Special Education   | ELL   | At Risk   | Gifted and Talented   |
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| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> <li>• Gifted and Talented Compacting Project that</li> </ul> |

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| <p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none"><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul> |  |  | <p>focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)</p> |
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**Quinton Township School District  
English Language Arts Literacy - Reading  
Grade 1**

**Pacing Chart/Curriculum MAP**

|                        |   |                    |                          |                |         |
|------------------------|---|--------------------|--------------------------|----------------|---------|
| <b>Marking Period:</b> | 2 | <b>Unit Title:</b> | Learning About the World | <b>Pacing:</b> | 6 weeks |
|------------------------|---|--------------------|--------------------------|----------------|---------|

**Unit Summary:** This unit is broken into three bends. The first bend gives students tools to decode tricky words and increase comprehension on nonfiction topics. The second bend builds on decoding tricky words. The third focuses on reading nonfiction text with more emphasis and proper intonation.

**Objectives:**

Bend 1

- Students will be able to recall what they already know about sneak peeks and how to use that knowledge to help them learn about new topics.
- Students will be able to use the illustrations on a page to find more details/information about the text.
- Students will be able to discuss what is happening in their books with a partner.
- Students will be able to reread to make sure they understand their books.
- Students will be able to practice fluency, including stress and intonation.
- Students will be able to talk with their classmates about what they have learned from their books.

Bend 2

- Students will be able to use strategies to decode difficult words.
- Students will be able to “crash” the parts of a word together to decode it.
- Students will be able to check to make sure the words they are reading look right and make sense.
- Students will be able to increase their vocabulary as they read.
- Students will be able to find and think about key words.
- Students will be able to reread a page to find the “just right” sound.

Bend 3

- Students will be able to share interesting facts with a partner or group.
- Students will be able to read with feeling.
- Students will be able to read a book like an expert.

**Essential Questions:**

- What are the procedures and expectations of the Readers Workshop and why are they important for



readers?

- How do readers become great readers?
- What are good reading habits?
- What can I do to make my reading longer and stronger?
- How can I tackle hard words?
- How can my partner help me become a stronger reader?
- What can I do to help my partner become a stronger reader?
- How can I become a fluent reader?
- What do good readers do at the end of a book?
- What do readers do before reading, during reading, and after reading?
- What strategies do I use as a nonfiction reader?
- What life skills can we learn from theatre?
- How do people connect through theatre?
- How do we use our voices to express ourselves?

**Common Core State Standards/Learning Targets:**

**Bend 1**

RI.1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.10

RF.1.4

SL. 1.2, 1.4, 1.6

**Bend 2**

RI.1.1, 1.2, 1.3, 1.4, 1.5, 1.7

RF.1.2, 1.3, 1.4

SL.1.4, 1.6

L.1.4, 1.6

**Bend 3**

RI.1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10

RF.1.2, 1.3, 1.4

SL.1.1, 1.3, 1.4, 1.6

L.1.4, 1.6

VPA 1.1, 1.3, 1.4

**Interdisciplinary Connections/Including 21st Century Themes and Skills:** Technology, Reading, Listening, Speaking, Personal Expression, Perseverance, Cooperation, Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Life & Career Skills, **Visual and Performing Arts**

| Overview of Activities   | Teacher's Guide/ Resources  | Core Instructional Materials  | Technology Infusion  |
|--|---|---|--|
| <p><b><u>Bend 1</u></b><br/> <b>Session 1-</b> Readers will need to recall what they already know about sneak peeks and how to use that knowledge to help them learn about new topics.<br/> <b>Session 2-</b> Readers will need to learn how to linger on a page and use the pictures as clues to find more details and information that accompany the text. You'll show students how they can slow down in their reading and name what they see before continuing on to the next page.<br/> <b>Session 3-</b> Students will need to learn</p> | <p><b><u>Learning About the World</u></b><br/> <b><u>Bend 1</u></b><br/> <b>Session 1-</b> Getting Started as a Nonfiction Reader<br/> <b>Session 2-</b> Studying One Page Can Teach So Much<br/> <b>Session 3</b> Readers Learn More by Chatting About What's Happening<br/> <b>Session 4-</b> Readers Reread to Make Sure They Understand Their Books<br/> <b>Session 5-</b> Working on Fluency, Including Stress and Intonation<br/> <b>Session 6-</b> A Celebration of Learning</p> | <p><b><u>Bend 1</u></b><br/> <b>Session 1-</b> Book bins for each table leveled nonfiction texts, <u>Hang on Monkey!</u> by Susan B. Neuman, How to Get Smart About Nonfiction Topics anchor chart, post-it: "Take a sneak peek to start learning", Readers Build Good Reading Habits anchor chart, Reading Partners Work</p> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● CD Player/classical music cd</li> <li>● iPads</li> </ul> |

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| <p>how to take the information from the page and bring it to life. By imagining what is happening before and after each page they have read, they will be able to mentally picture the information and learn more from the text.</p> <p><b>Session 4-</b> Students will need to learn that as they finish reading a book they will need to try to remember the whole book, not just individual parts. This session will help students reread to put the parts of their books together.</p> <p><b>Session 5-</b> Students will learn that when readers are trying to understand and recall information from their books, it helps to read with expression, making their voices sound smooth and lively.</p> <p><b>Session 6-</b> Readers will be congratulated on all they have learned. They will be celebrating their new knowledge by talking with their peers about what they have learned from their books. <b>Students will share orally their learning and create visual aids to assist in the presentation.</b></p> <p><b>Bend 2</b></p> | <p><b><u>Learning About the World</u></b></p> <p><b><u>Bend 2</u></b></p> <p><b>Session 7-</b> Readers Don't Let Hard</p> | <p>Together anchor chart, Good Habits For Solving Hard Words anchor chart, students need a book at the rug during the lesson</p> <p><b>Session 2-</b> <u>Hang on Monkey!</u>, How to Get Smart About Nonfiction Topics anchor chart, post-its: "Stop and study each page and Guess what might come next", Reading Partners Work Together anchor chart, students need a familiar book at the rug during the lesson</p> <p><b>Session 3-</b> How to Get Super Smart About Nonfiction Topics anchor chart, post-it: "Chat about a page or the book", <u>Hang on Monkey!</u>, Reading Partners Work Together anchor chart, students need a familiar</p> |  |
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| <p><b>Session 7-</b> Readers will need to be persistent, especially when they get stuck on hard words in their books.</p> <p><b>Session 8-</b> Readers will learn how to get through a tricky word by “crashing” word parts together and then checking to see if that word makes sense. You will practice doing this by putting the beginning, middle, and end sounds together to form a word.</p> <p><b>Session 9-</b> Readers will need to not get stuck on a hard word, but slow check the word by sliding their finger under the word and asking themselves “Does it make sense?”.</p> <p><b>Session 10-</b> Readers will need to learn that some tricky words are new words and readers solve these words by saying the word the best they can and then thinking about what that word means.</p> <p><b>Session 11-</b> Readers will need to learn that keywords can help them think and talk about the information in their books.</p> <p><b>Session 12-</b> Readers will learn the importance of rereading their nonfiction text in different ways so</p> | <p>Words Get in Their Way</p> <p><b>Session 8-</b> Crashing Word Parts Together to Solve the Hard Word</p> <p><b>Session 9-</b> Readers Check That the Words They Read Look Right and Make Sense</p> <p><b>Session 10-</b> Readers Learn New Words as They Read</p> <p><b>Session 11-</b> Readers Find and Think About Key Words</p> <p><b>Session 12-</b> Rereading a Page to Find the Just-Right Sound</p> | <p>book at the rug</p> <p><b>Session 4-</b> <u>Hang on Monkey!</u>, students need a familiar book at the rug, an example book that uses labels in the illustrations/photographs, one partnership to demonstrate what good partners look like and do together</p> <p><b>Session 5-</b> How to Get Super Smart About Nonfiction Topics anchor chart, post-it: “Make your voice sound smooth and lively”, <u>Hang on Monkey!</u>, students individual book bags/bins, a demonstration text that you have chosen to model fluency</p> <p><b>Session 6-</b> Have students bring one book that they have been reading to the rug for the celebration, How to</p> |  |
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| <p>that they can remember what it is that they have learned from the text.</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 13-</b> Readers will find what is interesting about the book in order to read it aloud to others. They must read the book and consider what about it is worth sharing with others.</p> <p><b>Session 14-</b> Readers will learn that when they prepare to read aloud, they pay attention to how the different parts should sound so that their reading shows feeling.</p> <p><b>Session 15-</b> Students will learn when they plan to read aloud, they can study what they admire about the author’s writing. They can talk about those craft moves in their read aloud in addition to applying the same craft in their own writing.</p> <p><b>Session 16-</b> Students will think about the keywords in the books they are reading and figure out a way to teach those keywords to others so that they can become experts the topic as well.</p> <p><b>Session 17-</b> Students will learn that that not only using their voice, but using their bodies can bring a book to life. <b>Students will interpret, design,</b></p> | <p><b><u>Learning About the World</u></b></p> <p><b><u>Bend 3</u></b></p> <p><b>Session 13-</b> Finding Interesting Things to Share</p> <p><b>Session 14-</b> Reading With Feeling</p> <p><b>Session 15-</b> Reading Like a Writer</p> <p><b>Session 16-</b> Readers Plan to Talk and Think About Key Words</p> <p><b>Session 17-</b> Using Drama to Bring Your Read-Aloud to Life</p> <p><b>Session 18-</b> A Celebration of Reading to Learn About the World</p> | <p>Get Super Smart About Nonfiction Topics anchor chart, How Can I Teach My Readers anchor chart, post-its for each student to record their goal on</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 7- <u>I Want to Be a Doctor</u></b> by Dan Leibman, cover a few tricky words in the book with post-its, Good Habits For Solving Hard Words anchor chart, write or share one sentence from a students book; cover one of the words to figure out as a group</p> <p><b>Session 8- <u>I Want to Be a Doctor</u></b> by Dan Leibman, put the words exercising and operation on the board with magnetic letters, Good Habits For Solving Hard Words anchor chart, post-it;</p> |  |
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| <p>and present a theatrical piece based on a book they have read.</p> <p><b>Session 18-</b> Students will learn that when they share a book with an audience they make sure their audience is attentive and understands the information that is being presented to them. * Students will orally present dramatic interpretations of books to an audience of peers and adults.</p> |  | <p>“Crash the parts together”, nonfiction example text, whiteboards and markers for each student</p> <p><b>Session 9-</b> Good Habits For Solving Hard Words anchor chart, post-it; “Do a slow check”, demonstration text reading a page that is new to the students, two model students to share their tricky word work for others to observe</p> <p><b>Session 10-</b> <u>I Want to Be a Doctor</u> with cast and heals covered, Good Habits For Solving Hard Words anchor chart, post-it; “Say the word the best you can. Think about what it means”, choose a book and prepare several post-its with words that can be</p> |  |
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|  |  | <p>guessed with clues,<br/><u>Hang On, Monkey!</u> to share the diagram and word list page</p> <p><b>Session 11-</b> blank post-its you will be using to write key words on from a nonfiction book, How to Get Super Smart About Nonfiction Topics anchor chart, post-it; “Find and think about key words”, post-its for students to write key words on from their books, write key words from a demonstration text on index cards and place in a pocket chart, index cards for students to write and trade key words</p> <p><b>Session 12-</b> Video clip from PBS program Wild Kratts ex. <a href="https://www.youtube.com/watch?v=3H93f7y8h">https://www.youtube.com/watch?v=3H93f7y8h</a></p> |  |
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|  |  | <p>pA, either <u>Hang On, Monkey!</u> or <u>I Want to Be a Doctor</u></p> <p><b><u>Bend 3</u></b></p> <p><b>Session 13-</b> post-its on pages 12-13 and 18-19 of <u>Hang On, Monkey!</u> to mark places to talk about the text, How to Get Super Smart About Nonfiction Topics anchor chart, plan ahead a visit to another classroom so students can read aloud to other students, How to Read Like an Expert anchor chart, post-it: “Mark interesting parts”</p> <p><b>Session 14-</b> Choose two parts of a shared reading text that the class knows well, that they will be reading in two distinct voices, students will need to bring a book from their bin/bag that they have read at least once, How</p> |  |
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|  |  | <p>to Read Like an Expert anchor chart, post-its: “Show the feeling in each part and Figure out how the book is organized”</p> <p><b>Session 15- <u>Sharks!</u></b> by Anne Scheiber (from Writers Workshop), demonstration text from yesterday, How Can I Teach my Readers? anchor chart (from WW), How to Read Like an Expert anchor chart, post-it: “Study books like a writer”, students will need a nf book from their book bin/bag that does not have headings – they will be writing their own on post-its, at the end of the session students will need to bring one book they have studied like a writer. their writing folder, and a pencil to</p> |  |
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|  |  | <p>the rug</p> <p><b>Session 16-</b> Have a few stories to share about partners teaching each other about their topics, key words from session 11, demonstration texts that have been used previously, How to Read Like an Expert anchor chart, post-it: “Explain and think about key words”, choose three students that are successful with read alouds to demonstrate for class</p> <p><b>Session 17-</b> select a page or two from a demonstration text to model dramatization, students need their book bin/bag, How to Read Like an Expert anchor chart, post-it: “Use drama to bring the topic to life!”, How to Get Super Smart About Nonfiction Topics</p> |  |
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|  |  | <p>anchor chart, one student to model</p> <p><b>Session 18-</b> Visitors from another class to partner up with your students to celebrate, students will need a stack of books with them on the rug, How to Read Like an Expert anchor chart, empty baskets and index cards to make new categories for books in the library</p> |  |
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| Formative Assessment Plan   | Summative Assessment Plan  |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Running records for fluency and accuracy</li> <li>● Teacher-student conferences</li> <li>● Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa</li> </ul> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b><br/>Fountas &amp; Pinnell Benchmark Assessment</p> |

- Anecdotal Notes
- Rubric

## Differentiation

| Special Education  | ELL   | At Risk   | Gifted and Talented  |
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| <ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and</li> </ul> | <ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional</li> </ul> | <ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> </ul> |

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| <p>tests.</p> <ul style="list-style-type: none"> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and daily routine</li> </ul> | <p>recommendations</p> <ul style="list-style-type: none"> <li>• Establish a consistent and daily routine</li> </ul> |  | <ul style="list-style-type: none"> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> <li>• Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)</li> </ul> |
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**Quinton Township School District  
English Language Arts Literacy - Reading  
Grade 1**

**Pacing Chart/Curriculum MAP**

|                        |   |                    |                                |                |         |
|------------------------|---|--------------------|--------------------------------|----------------|---------|
| <b>Marking Period:</b> | 3 | <b>Unit Title:</b> | Readers Have BIG<br>Jobs to Do | <b>Pacing:</b> | 6 weeks |
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**Unit Summary:** This unit moves through four parts. The first bend strengthens readers’ abilities to monitor their reading and take action when they encounter problems. The second helps readers develop efficient strategies for word solving, while the third bend helps children maintain comprehension in longer texts. The final bend invites children to put it all together and read with fluency, showing off the skills they’ve developed over the course of the unit.

**Objectives:**

### Bend 1

- Students will be able to stop at the first sign of trouble and try something to solve the problem.
- Students will be able to use *everything* that they know to solve a word.
- Students will be able to solve a tricky word by making sure it makes sense, looks right, and sounds right.
- Students will be able to make a plan of what they can do to read to the best of their ability.
- Students will be able to ask their partners to help them use strategies and check their reading.

### Bend 2

- Students will be able to use what is happening in the story to help them problem solve a difficult word.
- Students will be able to listen carefully as they read to consider what word might come next.
- Students will be able to slow down to break up longer words part by part.
- Students will be able to use the strategy of analogy, solving a new word by recalling one that looks similar.
- Students will be able to recognize that letters and letter groups can make different sounds and that they can use many sounds to figure out unknown words.
- Students will be able to identify and use sight words to read fluently.

### Bend 3

- Students will be able to check to make sure they understand each part of what they read and reread when they don't get it.
- Students will be able to envision the scene they read, using pictures and words to make a movie in their minds.
- Students will be able to pay close attention to the dialogue, to keep track of who's talking as they read. \*
- Students will be able to use illustrations and text to infer meanings of new words.

### Bend 4

- Students will be able to rely on their full repertoire of word-solving strategies to tackle challenges with greater automaticity.
- Students will be able to investigate ways to make their reading sound great.
- Students will be able to use partner feedback to improve how their reading sounds. \*

### **Essential Questions:**

- What are the procedures and expectations of the Readers Workshop and why are they important for readers?
- How do readers become great readers?

- What are good reading habits?
- What can I do to make my reading longer and stronger?
- How can I tackle hard words?
- How can my partner help me become a stronger reader?
- What can I do to help my partner become a stronger reader?
- How can I become a fluent reader?
- What do good readers do at the end of a book?
- What do readers do before reading, during reading, and after reading?
- How can I make sure I understand what I am reading?
- How can my word-solving strategies help me read?
- How do we use our voices to express ourselves?
- How do we use our imagination in everyday life?

**Common Core State Standards/Learning Targets:**

**Bend 1**

RL.1.1, 1.2, 1.7

RF.1.2, 1.3, 1.4

SL.1.1, 1.4

L.1.4

**Bend 2**

RL.1.1, 1.2, 1.4, 1.7

RF.1.2, 1.3, 1.4

SL.1.1, 1.2

L.1.2, 1.4



**Bend 3**

RL.1.1, 1.2, 1.3, 1.4, 1.6, 1.7

RF.1.4

SL.1.1, 1.2, 1.4, 1.6

L.1.4, 1.5, 1.6

**Bend 4**

RL.1.1, 1.2, 1.3, 1.4, 1.10

RF.1.2, 1.3, 1.4

SL.1.1, 1.4, 1.6

L.1.4

VPA 1.1, 1.3, 1.4

**Interdisciplinary Connections/Including 21st Century Themes and Skills:** Technology, Reading, Listening, Speaking, Personal Expression, Perseverance, Cooperation, Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Life & Career Skills, **Visual and Performing Arts**

| Overview of Activities  | Teacher's Guide/ Resources   | Core Instructional Materials   | Technology Infusion  |
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| <p><b>Bend 1</b><br/> <b>Session 1-</b> Students will take charge of their reading by stopping at the first sign of trouble and then trying something to solve the problem.<br/> <b>Session 2-</b> Students will learn that in order to be in charge of their reading they will need to use more than one</p> | <p><b>Readers Have Big Jobs to Do</b><br/> <b>Bend 1</b><br/> <b>Session 1-</b> You Be the Boss! Readers say, "I Can Do This!"<br/> <b>Session 2-</b> Readers Use <i>Everything</i> They Know to Solve a Word<br/> <b>Session 3</b> Readers "Check It" to Self-Monitor</p> | <p><b>Bend 1</b><br/> <b>Session 1-</b> <u>The Dinosaur Chase</u> by Hugh Price, Be the Boss of Your Reading anchor chart, post-its: "STOP at the First Sign of Trouble! and Try</p> | <ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> <li>• CD Player/classical music cd</li> <li>• iPads</li> </ul> |

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| <p>strategy to figure out the hard parts.</p> <p><b>Session 3-</b> Students will learn that after they have solved a tricky word they might need to do a triple-check, asking themselves: Does it make sense? Does it look right? Does it sound right?</p> <p><b>Session 4-</b> Students will make a plan to make their reading the best it can be by thinking of what they can do better.*</p> <p><b>Session 5-</b> Students will call on their partners to help them use strategies and check their reading, especially when it is really tough.</p> <p><b>Bend 2</b></p> <p><b>Session 6-</b> Students will think about what is happening in the story to help them problem solve a difficult word.</p> <p><b>Session 7-</b> Students will learn to listen carefully to their reading to consider what word might come next, thinking “What kind of word would fit here?”</p> <p><b>Session 8-</b> Students will need reminders to slow down to break up longer words part by part.</p> <p><b>Session 9-</b> Students will learn the strategy of analogy, solving a new word by recalling one that looks</p> | <p><b>Session 4-</b> Readers Make a Plan</p> <p><b>Session 5-</b> Readers Get Help When They Need It</p><br><p><b><u>Learning About the World</u></b></p> <p><b>Bend 2</b></p> <p><b>Session 6-</b> Readers Think About the Story to Problem-Solve Words</p> <p><b>Session 7-</b> Readers Think About What Kind of Word Would Fit</p> <p><b>Session 8-</b> Readers Slow Down to Break Up Long Words</p> <p><b>Session 9-</b> Readers Use Words They Know to Solve Words They Don’t Know</p> <p><b>Session 10-</b> Readers Try Sounds Many Ways to Figure Out Words</p> <p><b>Session 11-</b> Readers Use Sight Words to Read Fluently</p> | <p>SOMETHING!”), Good Habits For Solving Hard Words anchor chart, post-it to mask the word hole on p. 2, reading signs for each student with “STOP! Try Something!” on one side and “GO! Keep on Reading!” on the other, Chart with lyrics to Be A Reading Boss</p> <p><b>Session 2-</b> Be the Boss of Your Reading anchor chart, post-it: “Try something ELSE to Get the Job Done!!”, Good Habits For Solving Hard Words anchor chart, <u>The Dinosaur Chase</u> marking a page that has a tricky word (p. 4), student reading signs from yesterday, Reading Partners Work Together anchor chart – take off routines that</p> |  |
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| <p>similar.</p> <p><b>Session 10-</b> Students will learn to be flexible in the sounds they put together when reading tricky words.</p> <p><b>Session 11-</b> Students will read sight words fluently and they will need to continue to expand their knowledge of known words by rereading.</p> <p><b>Bend 3</b></p> <p><b>Session 12-</b> Students will learn how to how to monitor for meaning, not only when they are solving hard words, but when they are reading longer and more challenging books to make sure that they are understanding each part of what they are reading and rereading if they don't get it.</p> <p><b>Session 13-</b> Students will make mental <b>and physical</b> images of the scenes as they read, using the pictures and the words to make a movie in their mind.</p> <p><b>Session 14-</b> Students will need to understand the dialogue in their books by keeping track of who is talking. *</p> <p><b>Session 15-</b> Students will learn to pause and use the clues in the illustrations to infer the meanings of unknown vocabulary.</p> <p><b>Bend 4</b></p> | <p><b><u>Readers Have Big Jobs to Do</u></b></p> <p><b>Bend 3</b></p> <p><b>Session 12-</b> Readers Work to Understand, Rereading If They Don't Get It</p> <p><b>Session 13-</b> Readers Make Mind Movies to Picture What's Happening</p> <p><b>Session 14-</b> Readers Keep Track of Who is Talking as They Read</p> <p><b>Session 15-</b> Readers Don't Just <i>Read</i> Words, They <i>Understand</i> Words</p> <p><b><u>Readers Have Big Jobs to Do</u></b></p> <p><b>Bend 4</b></p> | <p>students are capable of doing, second verse of Be A Reading Boss on chart paper</p> <p><b>Session 3-</b> Be the Boss of Your Reading anchor chart, post-it: "Check it! Do a triple check", <u>The Dinosaur Chase</u> marking a raced and ground on p. 9 that you can model, two more words from the book that students can continue to check, third verse from Be a Reading Boss! song, colored pens and pencils for students, post-its for students to mark challenging words, Tools For Checking and Solving Hard Words anchor chart, post-its notes "Try Something! and Checking Hard Words" in two columns on the chart paper – add</p> |  |
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| <p><b>Session 16-</b> Students will use everything they know about their word-solving strategies to tackle challenges with automaticity.</p> <p><b>Session 17-</b> You will guide students in noticing and naming what makes an audiobook recording engaging for the listener and then apply those strategies to improve their fluency. *</p> <p><b>Session 18-</b> Students will use their partners as an audience to make their reading sound its very best. *</p> | <p><b>Session 16-</b> Readers Use Everything They Know to Get the Job Done Quickly!</p> <p><b>Session 17-</b> Readers Investigate Ways to Make Their Reading Sound Great</p> <p><b>Session 18-</b> Partners Work Together to Make Their Reading Sound Its Very Best</p> | <p>“Does it make sense?, Does it look right? and Does it sound right?” in three rows on the chart paper, Good Habits for Solving Hard Words anchor chart</p> <p><b>Session 4-</b> Try Something! and Check It! anchor chart, post-its to jot down new goals, writing utensils</p> <p><b>Session 5-</b> Tools for Solving and Checking Hard Words anchor chart, Reading Partners Work Together anchor chart, post-it: “We work together to solve hard problems”, one student to help you model being a helpful reading partner, student reading signs, chart paper and markers and goal recording paper, final stanza of Be A Reading Boss! on chart paper</p> |  |
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|  |  | <p><b><u>Bend 2</u></b><br/><b>Session 6-</b> Post-it:<br/>“Think about what’s happening”, Tools for Checking and Solving Hard Words anchor chart, <u>Zelda and Ivy: The Runaways</u> by Laura McGee masking all but the first letter or two of the words miss and cucumber on p. 5 and hungry on p. 6, Partners Work Together anchor chart, post-it: “We keep track of what’s happening”<br/><b>Session 7- <u>Zelda and Ivy: The Runaways</u></b> cover words that students can solve using syntax (leaving one letter visible – cards on p. 7/tonight p. 8/talking p. 11, post-it: “Think of what kind of word would fit”, Tools for Solving and Checking Hard Words</p> |  |
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|  |  | <p>anchor chart, student writing folders<br/>accessible</p> <p><b>Session 8-</b> whiteboards and markers for each student, magnetic letters for building words, Tools for Solving and Checking Hard Words anchor chart, post-it: “Read it part by part”, Be the Boss of Your Reading!<br/>anchor chart, chart paper and marker</p> <p><b>Session 9-</b> Tools for Solving and Checking Hard Words anchor chart, post-it: “Use a word you know”, whiteboards and markers for each student, magnetic letters, pocket chart for sorting words into three columns and index cards with words that can be sorted by common spelling</p> |  |
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|  |  | <p>patterns (car, sharpen, back, stack, and thrilling), choose places in <u>Zelda and Ivy: The Runaways</u> for students to practice word work – read back for packed on p. 2 and car for marched on p. 3 and will for filled on p. 20</p> <p><b>Session 10-</b> Tools For Checking and Solving Hard Words anchor chart, post-it: “Try it many ways”, <u>Zelda and Ivy: The Runaways</u> and find a few words in the text that focus on how letters need to work together to produce sounds, post-its, “Sneaky Sounds” poster (optional)</p> <p><b>Session 11-</b> Tools For Checking and Solving Hard Words anchor chart, post-it: “Check if it’s a snap word”, <u>Zelda and Ivy: The Runaways</u></p> |  |
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|  |  | <p>and model different word solving strategies on p. 12 and 13, students book bins/bags, individual Tools For Checking and Solving Hard Words anchor charts, star stickers</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 12-</b> <u>Zelda and Ivy: The Runaways</u> Chapter 2 and mark a few spots that you can stop and think “Am I getting it?” p. 17 and 24, Tools For Understanding Our Books anchor chart, post-it: “Check that you’re getting it!”, Reading Partners Work Together anchor chart, post-it: “We think, what might happen next?”</p> <p><b>Session 13-</b> Tools For Understanding Our Books anchor chart,</p> |  |
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|  |  | <p>post-it: “Make a movie to picture what is happening”, <u>Zelda and Ivy: The Runaways</u> use p. 20-24 to model this sessions skill, post-it: “We act it out to understand”, students individual goal setting sheets, Tools For Checking and Solving Hard Words anchor chart</p> <p><b>Session 14-</b> Tools For Understanding Our Books anchor chart, post-it: “Keep track of who’s talking”, <u>Zelda and Ivy: The Runaways</u> use p. 25 and 29 where characters are having a dialog, shared reading text that students are familiar with that has character dialog</p> <p><b>Session 15-</b> Tools For Understanding Our Books anchor chart, post-it: “Say the word</p> |  |
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|  |  | <p>the best you can”,<br/><u>Zelda and Ivy: The Runaways</u> use concoction on p. 29 and gazed on p. 32 so students can infer the meanings</p> <p><b><u>Bend 4</u></b></p> <p><b>Session 16-</b> Create a newspaper posting looking for expert readers to record audiobooks,<br/><u>Tumbleweed Stew</u> by Susan Stevens Crummel – first page, students will need a familiar book, make a plan for how students will create audio recordings across this bend, Tools for Solving and Checking Hard Words anchor chart, Tools for Understanding Our Books anchor chart</p> <p><b>Session 17-</b> Choose an audio recording of a</p> |  |
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|  |  | <p>text that has expressive voice and engages the readers while listening (YouTube), Ways to Sound Like a Reading STAR! anchor chart, blank post-its, make post-its that read “Scoop up lots of words” and “Look for clues like dialogue tags”</p> <p><b>Session 18- A</b><br/>recording of you reading a familiar text without fluency,<br/>post-it: “We make our reading sound its very best!”, class partner anchor chart, devices to share audio tapings, visitors will come in during the end of the session</p> |  |
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| Formative Assessment Plan   | Summative Assessment Plan  |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Running records for fluency and accuracy</li> <li>● Teacher-student conferences</li> <li>● Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa</li> <li>● Anecdotal Notes</li> <li>● <b>Rubric</b></li> </ul> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b><br/>Fountas &amp; Pinnell Benchmark Assessment</p> |

## Differentiation

| Special Education   | ELL  | At Risk  | Gifted and Talented   |
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| <ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions</li> </ul> | <ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> </ul> | <ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Fountas and Pinnell Phonics</li> </ul> | <ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development and application of productive</li> </ul> |

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| <p>clearly and concisely and repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to</li> </ul> | <ul style="list-style-type: none"> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <ul style="list-style-type: none"> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <p>thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> <li>• Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)</li> </ul> |
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| <p>be shared out.</p> <ul style="list-style-type: none"><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul> |  |  |  |
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**Quinton Township School District  
English Language Arts Literacy - Reading  
Grade 1**

**Pacing Chart/Curriculum MAP**

|                        |   |                    |   |                |         |
|------------------------|---|--------------------|---|----------------|---------|
| <b>Marking Period:</b> | 4 | <b>Unit Title:</b> | Meeting Characters<br>and Learning<br>Lessons | <b>Pacing:</b> | 6 weeks |
|------------------------|---|--------------------|---|----------------|---------|

**Unit Summary:** In the first bend, you'll capture students' energy for exploring new worlds and books. You'll teach children strategies that will help them as readers by using the pictures and details in the text, making predictions, determine importance, rereading, and synthesizing. In the second bend, you'll remind students the importance of characters and their relationships. You'll explore reading with intonation. In the third bend, you will explore problem and solution, lessons that stories teach, compare and contrast, and how to categorize books. In the final bend, you will encourage students how to share their opinions about books; to make recommendations and give reasons why.

**Objectives:**

Bend 1

- Students will be able to preview stories to get ready for reading adventures.
- Students will be able to use the storyline to predict.
- Students will be able to retell to retain the story.
- Students will be able to revisit books to notice more.

- Students will be able to reread to notice pages that go together.

#### Bend 2

- Students will be able to name and give details about the main character/s of a text.
- Students will be able to recognize characters and their relationships.
- Students will be able to reread to learn more about the characters.
- Students will be able to use their voice and actions to bring characters to life. \*
- Students will be able to recognize that characters' feelings change and so do readers' voices.
- Students will be able to identify clues that help readers know *how* to read a story.
- Students will be able to reread to smooth out their voices and show big feelings. \*

#### Bend 3

- Students will be able to recall what the character learns once a problem is solved.
- Students will be able to identify the life lessons that a text teaches.
- Students will be able to compare and contrast books.
- Students will be able to categorize books by the lessons they teach.

#### Bend 4

- Students will be able to share their opinions about books.
- Students will be able to rehearse fluent reading. \*

#### **Essential Questions:**

- What are the procedures and expectations of the Readers Workshop and why are they important for readers?
- How do readers become great readers?
- What are good reading habits?
- What can I do to make my reading longer and stronger?
- How can I tackle hard words?
- How can my partner help me become a stronger reader?
- What can I do to help my partner become a stronger reader?



- How can I become a fluent reader?
- What do good readers do at the end of a book?
- 
- What do readers do before reading, during reading, and after reading?
- How can I make sure I understand what I am reading?
- How can my word solving strategies help me read?
- What are the elements of a story and how can they help me comprehend my reading?
- How do we use our voices to express ourselves?
- How do we use body language to communicate?
- How does theatre relate to other school subjects?

**Common Core State Standards/Learning Targets:**

**Bend 1**

RI.1.8

RL.1.1, 1.2, 1.3, 1.7, 1.9

SL.1.1, 1.2, 1.4

**Bend 2**

RI.1.8

W.1.3

RL.1.1, 1.2, 1.3, 1.6, 1.7, 1.9

RF.1.2, 1.3, 1.4

SL.1.1, 1.2, 1.4

L.1.2, 1.4

**Bend 3**

RI.1.8

RL.1.1, 1.2, 1.3, 1.6, 1.7, 1.9

RF.1.2, 1.3, 1.4

SL.1.1, 1.2, 1.4  
 L.1.2, 1.4  
**Bend 4**  
 RL.1.1, 1.2, 1.9  
 SL.1.1, 1.4, 1.6  
 VPA 1.1, 1.3, 1.4

**Interdisciplinary Connections/Including 21st Century Themes and Skills:** Technology, Reading, Listening, Speaking, Personal Expression, Perseverance, Cooperation, Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Life & Career Skills, **Visual and Performing Arts**

| Overview of Activities   | Teacher's Guide/ Resources   | Core Instructional Materials   | Technology Infusion  |
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| <p><b><u>Bend 1</u></b><br/> <b>Session 1-</b> Students will take a sneak peek before getting ready to read.<br/> <b>Session 2-</b> Students will learn to use the clues from the events in a story to help them predict what will happen next.<br/> <b>Session 3-</b> Students will learn how to mark important parts in their books to retell and remember the story.<br/> <b>Session 4-</b> Students will learn the importance of rereading, teaching</p> | <p><b><u>Meeting Characters and Learning Lessons</u></b><br/> <b><u>Bend 1</u></b><br/> <b>Session 1-</b> Readers Preview Stories to Get Ready for Reading Adventures<br/> <b>Session 2-</b> Readers Use the Storyline to Predict<br/> <b>Session 3</b> Readers Retell to Retain the Story<br/> <b>Session 4-</b> Readers Revisit Books to Notice More<br/> <b>Session 5-</b> Readers Reread to Notice</p> | <p><b><u>Bend 1</u></b><br/> <b>**If you want to use fortune cookies in Session 13, buy them soon**</b><br/> <b>Session 1-</b> Students book bags/bins full of new books, <u>Iris and Walter and the Field Trip</u> by Elissa Haden Guest, <u>Off We Go!</u><br/> <b>Readers Go On</b></p> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● CD Player/classical music cd</li> <li>● iPads</li> </ul> |

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| <p>them to reread to notice new details in their stories.</p> <p><b>Session 5-</b> Students will connect pages of the story to determine the problem.</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 6-</b> Students will learn that characters are the most important piece of any story and that when readers read they need to pay attention to the details that can be learned about the characters as they meet them.</p> <p><b>Session 7-</b> Students will learn to get to know a character better by paying attention to the relationships in the story. *</p> <p><b>Session 8-</b> Students will reread to not only see new things about the story, but to learn more about the characters as well.</p> <p><b>Session 9-</b> Students will learn that they can pretend to become the character by using their voice and actions to bring the character to life. *</p> <p><b>Session 10-</b> Students will learn that a character’s feeling will change across a story and that they’ll need to adapt their voices to show these changes.</p> <p><b>Session 11-</b> Students will learn that authors leave clues in their stories that</p> | <p>Pages that Go Together</p> <p><b><u>Meeting Characters and Learning Lessons</u></b></p> <p><b><u>Bend 2</u></b></p> <p><b>Session 6-</b> Learning About the Main Character</p> <p><b>Session 7-</b> Readers Learn about Characters by Noticing Their Relationships</p> <p><b>Session 8-</b> Rereading to Learn More About Characters</p> <p><b>Session 9-</b> Readers Become Characters</p> <p><b>Session 10-</b> Characters’ Feelings Change, and So Do Readers’ Voices</p> <p><b>Session 11-</b> Clues Help Readers Know <i>How to Read a Story</i></p> <p><b>Session 12-</b> Readers Reread to Smooth Out Their Voices and Show Big Feelings</p> | <p>Adventures! anchor chart, post-its: “Get ready! Take a sneak peek! and Keep track of WHERE and WHEN”, Partners Share Their Reading Adventures! anchor chart, post-it: “Retell what happened”</p> <p><b>Session 2-</b> Off We Go! Readers Go On Adventures! anchor chart, post-it: “Predict what might happen next”, 3-4 books from classroom library (new or familiar), <u>The Ghost-Eye Tree</u> by Bill Martin Jr and <u>Off We Go!</u> by Jane Yolen, Partners Share Their Reading Adventures! anchor chart, post-it: “Think ahead! What might happen next?”</p> <p><b>Session 3-</b> <u>Iris and Walter and the Field Trip</u>, post-its placed in text to have an example</p> |  |
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| <p>help readers know how to read so they can bring characters to life. *</p> <p><b>Session 12-</b> Students will reread to not only find new details about their characters but to also make their reading sound more fluent and accurate. *</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 13-</b> Students will notice the lessons in their books b paying attention to what the character learns when a problem gets solved.</p> <p><b>Session 14-</b> Students will learn that readers think about life lessons all the time – even before they open a new book - and they use those thoughts to read differently, thinking right from the start about what lesson the book might teach.</p> <p><b>Session 15-</b> Students will learn how to compare and contrast books by asking themselves, “What’s the same? What’s different?”</p> <p><b>Session 16-</b> Students will learn as readers compare books, they will think about categories and begin to group stories that teach similar lessons.</p> <p><b><u>Bend 4</u></b></p> <p><b>Session 17-</b> Students will learn that</p> | <p><b><u>Meeting Characters and Learning Lessons</u></b></p> <p><b><u>Bend 3</u></b></p> <p><b>Session 13-</b> Discovering the Lessons Familiar Stories Teach</p> <p><b>Session 14-</b> Readers Always Keep Life Lessons in Mind</p> <p><b>Session 15-</b> Readers Make Comparisons</p> <p><b>Session 16-</b> Readers Group Books by the Lessons They Teach</p> <p><b><u>Meeting Characters and Learning Lessons</u></b></p> | <p>of the retell process, 5-6 post-its per student, Off We Go! Readers Go On Adventures! anchor chart, post-it: “Retell the important parts!”, prepare small 6 page booklets for each student</p> <p><b>Session 4-</b> Each student will need a clipboard/pencil/piece of paper, <u>Iris and Walter and the Field Trip</u>, Off We Go! Readers Go On Adventures! anchor chart, post-it: “Reread to notice MORE”, demonstration text that you can use to model making predictions, Partners Share Their Reading Adventures! anchor chart, post-it: “Reread together to see even MORE”</p> <p><b>Session 5-</b> Off We Go! Readers Go On</p> |  |
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| <p>readers who know their books well have strong opinions and they don't keep those opinions to themselves.</p> <p><b>Session 18-</b> Students will rehearse one last time to sound smooth for giving their book recommendations to an audience. * Students will recognize the characteristics of good rehearsal procedure.</p> | <p><b>Bend 4</b></p> <p><b>Session 17-</b> Readers Share Their Opinions About Books</p> <p><b>Session 18-</b> Readers Rehearse What They Will Say</p> | <p>Adventures! anchor chart, post-it: "Connect parts of the story together", <u>Iris and Walter and the Field Trip</u> with problem/solution pages marked, post-its for goal setting</p> <p><b>Bend 2</b></p> <p><b>Session 6-</b> Collection of books with different main characters, Readers Meet Characters Along the Way! anchor chart, post-it; "Learn about the character", <u>Mr. Putter and Tabby Drop the Ball</u> by Cynthia Rylant, Off We Go! Readers Go On Adventures! anchor chart, Partners Share Their Reading Adventures! anchor chart, post-it: "Introduce characters to each other"</p> |  |
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|  |  | <p><b>Session 7-</b> Readers Meet Characters Along the Way! anchor chart, post-it; “Pay attention to other characters too!”, <u>Mr. Putter and Tabby Drop the Ball</u> by Cynthia Rylant – reread Chapter 2, a few books with multiple characters on the cover, Partners Share Their Reading Adventures! anchor chart, post-it: “Reread to SOUND like the character”, make “talking tools” for yourself such as a speech bubble and a thought bubble glued on a popsicle stick, a “talking tool” for each student</p> <p><b>Session 8-</b> Readers Meet Characters Along the Way! anchor chart, post-it; “Reread to learn more about the character”, <u>Mr. Putter</u></p> |  |
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|  |  | <p><u>and Tabby Drop the Ball</u>– reread Chapter 1, post-its for students</p> <p><b>Session 9-</b> Readers Meet Characters Along the Way! anchor chart, post-it; “Bring the character to life”, Off We Go! Readers Go on Adventures! anchor chart</p> <p><b>Session 10-</b> Readers Meet Characters Along the Way! anchor chart, post-it: “Notice when feelings change. Then change your voice.”, <u>Mr. Putter and Tabby Drop the Ball</u>–Chapter 4, Partners Share Their Reading Adventures! anchor chart, post-it: “Show the BIG feelings”, students will need their individual retell booklets from a previous lesson</p> <p><b>Session 11-</b> sets of 3-4 of the same books per</p> |  |
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|  |  | <p>group, make a chart with the heading “Clues That Help Readers Know HOW to Read”, post-its, individual copies of the director’s sign – one side says cut and the other says action – glued on popsicle sticks, Partners Share Their Reading Adventures! anchor chart, post-it: “Give feedback like directors!”, reading goal cards</p> <p><b>Session 12-</b> Readers Have Reading Adventures! and Readers Meet Characters Along the Way anchor charts, demonstration text from this unit, Clues That Help Readers Know HOW to Read chart</p> <p><b>Bend 3</b></p> |  |
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|  |  | <p><b>Session 13-</b> Gather a collection of familiar books and put a slip of paper in them with the lesson learned written on it, Readers Learn Lessons anchor chart, post-its: “Reread the ending and think, ‘How did the trouble get fixed?’ and ‘Think, ‘What did the character realize?’ Learn?’”, choose two familiar stories that give the students an opportunity to practice (ex. <u>Three Little Pigs</u> and <u>Pete the Cat</u>), Partners Share Their Reading Adventures! anchor chart, post-it: “Talk about lessons”, strips of white paper for students to record “fortunes”, optional fortune cookie for each student</p> <p><b>Session 14-</b> Readers</p> |  |
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|  |  | <p>Learn Lessons anchor chart, post-it: “Predict the lesson right from the start”, write the sentence “I wonder of this is one of the stories that is going to teach you...” on a sentence strip for students to use as a sentence stem, two books that you can model how to think about what a book’s life lesson might be before you start to read it (ex. <u>Curious George Gets a Medal</u> by H.A.Rey and <u>The Tenth Good Thing About Barney</u> by Judith Viorst)</p> <p><b>Session 15-</b> Borrow two students shoes that have similar yet different attributes, Readers Learn Lessons anchor chart, post-it: “Compare and contrast books”, Partners Share</p> |  |
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|  |  | <p>Their Reading Adventures! anchor chart, post-it:<br/>“Compare and contrast books together”, find a student partner to model discussing books</p> <p><b>Session 16-</b> Collect a stack of books you can use to demonstrate how to compare and contrast (ex. <u>Iris and Walter...</u>, <u>Little Red Riding Hood</u>, <u>No, David!</u>, <u>Poppelton</u>, etc.), post-its for students, Students’ reading goals</p> <p><b><u>Bend 4</u></b></p> <p><b>Session 17-</b> Choose a familiar book to use as a model to share what a recommendation might sound like, make a chart titled “Recommend Books You Love”, blank paper strips for fortunes</p> <p><b>Session 18-</b> Student books for</p> |  |
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| Formative Assessment Plan   | Summative Assessment Plan  |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Running records for fluency and accuracy</li> <li>● Teacher-student conferences</li> <li>● Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa</li> <li>● Anecdotal Notes</li> <li>● <b>Rubric</b></li> </ul> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b><br/>Fountas &amp; Pinnell Benchmark Assessment</p> |

**Differentiation**

| Special Education  | ELL   | At Risk   | Gifted and Talented   |
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| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> <li>• Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex.</li> </ul> |

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| <p>assessments.</p> <ul style="list-style-type: none"><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul> |  |  | <p>creating a game for science, creating a diorama and book report)</p> |
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