

# Mendham Township

## First Grade Reading Curriculum

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## Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive reading instruction based on the New Jersey Learning Standards and best practices found in research. The K - 4 curriculum is based around the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension and elements of each component are found at each grade level. Reading is the ability to create meaning from print or text. Through word recognition (phonemic awareness and phonics) and an understanding of the print/text (vocabulary and comprehension) reading becomes automatic (fluency). Reading instruction includes a variety of whole group, small group, and individualized instruction. At each grade level there is a whole group objective/skill that is modeled and practiced using a core text. Students then apply the objective/skill using texts at their own individual reading level. Through all genres of reading, critical thinking skills are empowering the students to become thoughtful, articulate and active members of our society.

## Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of reading to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

1. read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. analyze how and why individuals, events, and ideas develop and interact over the course of a text.

4. interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. assess how point of view or purpose shapes the content and style of a text.

7. integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

10. read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Mendham Township School District  
Reading Curriculum  
Grade 1

**Grade 1 Unit 1: Building Good Reading Habits**

September - November

Overview: This unit is designed as an introduction to first grade reading workshop. Students will learn procedure for participating in their new classroom community, reading independently, and working with partners. This unit also capitalizes on student reading knowledge-orientation strategies, knowledge of letter-sound correspondence, comprehension, and fluency.

Stage 1: Desired Results

Reading Level Benchmark: D, E

Unit Goals:

- Students will understand there are many ways that readers push themselves to read with vigor and stamina.
- Readers will envision as they read.
- Readers match the picture in their mind with the words on the page.
- Readers talk about and share ideas about books with partners.

Essential Questions:

- How do readers push themselves to read more?
- What do readers think while they read?
- How do readers make sense of the words on a page?
- How do readers share books?

Skills/Knowledge:

- Select “just right” books by incorporating multiple strategies, such as previewing, five finger rule, interest, etc.
- Differentiate fiction and nonfiction to establish a reading purpose.
- “Shop” for books appropriately.
- Choose a spot that will encourage them to stay on task.
- Manage and monitor their independent book baggies with respect for the books in the classroom.
- Engage in a range of collaborative discussions, including one-on-one, group-talk, and teacher-led discussions, by providing sentence starters.
- Utilize Post-its and/or Reader’s Notebook to mark places to share. Use symbols for the funny parts, sad parts, favorite parts, etc.
- Retell the important parts of a story.
- Establish personal goals to read longer in each sessions.
- Increase stamina by rereading books, starting with a picture walk, reading for fluency, last to develop comprehension.
- Establish an agreement to promote a respectful partnership, i/e/ how to sit properly, stay on task, take turns, and assist their partner when reading.
- Participate in conversations about the books.

NJSLSA:  
W.1.1-3

RL.1.1-7, 9, 10  
RI.1.1-4, 7, 10  
RF.1.1-4  
SL.1.1-2, 4, 6  
L.1.1,2,4-6  
L.1.2.d,e

### Stage 2-Assessment

#### Assessment:

- o Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- o Summative Assessment - Reading Responses, Logs, Projects
- o Benchmark Assessment - DRA, Running Records, DIBELS

### Stage 3- Learning Plan

#### Teaching Points/Sessions

#### **Bend I: Habits for Reading Long and Strong**

##### **Session 1: Readers Take a Sneak Peek to Get Ready to Read (Unit 1, p. 2)**

Readers have good habits too. They have things they do all the time, without needing anyone to remind them. And one of those habits-one thing that readers do without needing to be reminded-is get ready to read by taking a sneak peek at their books. They peek, and then they think.

~How to Take a Sneak Peek

1. Peek at the pictures in the book.
2. Think about what might be happening in the story.

~Anchor Chart: Readers Build Good Habits (p. 3)

Add: Take a sneak peek at the beginning

##### **Session 2: Readers Do Something at the End of a Book (Unit 1, p. 9)**

A habit that readers do, without needing reminders, whenever they finish a book. When readers get to the end of a book, they do something. They might stop and remember the book, looking back and thinking it over. They might tell someone about it. They might go back to their favorite parts. They might do any one of these things, but they do something.

~What to Do After Reading:

1. Stop and remember the book.
2. Think about what happened in the book.
3. Tell someone about the story.
4. Go back to your favorite part.
5. Do SOMETHING!

~Anchor Chart: Readers Build Good Habits (p. 9)

Add: Do SOMETHING at the end

##### **Session 3: Readers Get Stronger by Reason adding More and More (Unit 1, p. 16)**

One more habit readers have might be the most important habit of all, so listen closely. Readers always-every day-push themselves to get stronger and stronger as readers. And one way, they push themselves to get stronger is they work to read more and more and more books.

~How to Get Stronger as a Reader

1. Take out a stack of books.

2. Make a plan for the reading you'll do that day.
3. Pick which book to read first then next.
4. Stack the books on your lap or desk.
5. Begin reading.

~Anchor Chart- Readers Build Good Habits (pg. 17)

Add: Read MORE and MORE

#### **Session 4: Readers Set Goals to Read All Day Long (Unit 1, p. 22)**

Making a check mark for each book you read is great-but you also need to set a goal to make lots of those checks! And the best way to read a whole lot of books is to read all day long! And to read everywhere.

~How to Set Reading Goals

1. Think about the number of books you read the previous day.
2. Set a new goal, to read more books each and every day.

~Anchor Chart: Readers Build Good Habits (pg. 22)

Add: Set goals

#### **Session 5: Readers Reread to Make Their Reading Voices Smoother (Unit 1, p. 26)**

When you first read a book, your reading voice might sound bumpy and boring. But readers reread without being told. They do this automatically, out of habit, working to make their voices smoother and smoother each time.

~How to Reread a Book

1. Ask yourself if your voice sounds bumpy or boing.
2. Stop!
3. Go back to where your voice was smooth.
4. Read again to smooth out your voice.

~Anchor Chart- Readers Build Good Habits (pg. 25)

Add: Reread to smooth out your voice.

#### **Session 6: Readers Track with Their Eyes and Scoop Up More Words (Unit 1, p. 28)**

It's important to practice reading with your eyes, instead of your finger, so you can read more quickly, scooping up more words at a time, reading in phrases instead of word by word.

~How to Track With Your Eyes and Scoop Up More Words

1. Try reading the words one way.
2. Ask yourself, 'Does it sound right?'
3. If not, try to scoop the words up to make it sound right.

~Anchor Chart- Readers Build Good Habits (pg. 31)

Add: Scoop up words in phrases.

#### **Session 7: When Readers Reread, They See More! (Unit 1, p. 34)**

Another good habit to have is to reread, so that you can see more and more each time. When you reread, you say things like, 'Oh! Interesting!' and 'Look! I didn't see that before!' and 'Now I know why that happened!' New details pop out that help you understand your books in even bigger ways.

~Rereading to See More

1. Read your book.
2. Read it again.
3. Think about your story as you're reading.
4. Look for new details.

5. You might say things like ‘Oh! Interesting!’; ‘Look, I didn’t see that before!’; or ‘Now I know why that happened!’

~Anchor Chart: Readers Build Good Habits (pg. 35)

Add: Reread to see MORE.

## **Bend II: Habits for Tackling Even the Hardest Words**

### **Session 8: Readers Sneak Peek at the Pictures to Figure Out the Words (Unit 1, p. 38)**

Readers don’t just take a sneak peek to think what the book is going to be about. They also take a sneak peek to think about what the page is going to be about. Then when readers get stuck on a word, they use the whole page to think, ‘What might this word say?’ That gives readers the power to push through tricky words.

~How to Push Through Tricky Words

1. Take a sneak peek.
2. Think, ‘What is this book/page going to be about?’
3. Read the words.
4. Notice when you get stuck on a word.
5. Stop!
6. Think about the whole page.
7. Think, ‘What might this word say?’ (Try it out in the sentence!)
8. Tackle that tricky word!
9. Keep reading.

### **Session 9: Drop Bad Habits! Pick Up Good Habits! (Unit 1, p. 44)**

When readers are picking up good habits they sometimes pick up bad habits by mistake. And one way to get stronger as a reader is to know you bad habits and to drop them.

~Good Habits vs. Bad Habits

1. Name the Bad Habit to Drop!
  - The Freeze
  - The Tell Me
  - The Mumble
  - The Blooper
2. Pick up a Good Habit!
  - Check the Picture
  - Look at all the Parts of the Word
  - Check it!

### **Session 10: Readers Look at All the Parts of Word (Unit 1, p. 51)**

When you are stuck on a word, it’s not enough to just look at the first letter or two. Now in first grade, you need to look through the whole word, at all the parts to help you figure it out-or solve-the word, so that your reading will make sense.

~How to Solve Hard Words

1. Check the picture.
2. Look at ALL the parts of the word.
3. Get a running start.
4. Try again with your guess of the word!

~Anchor Chart: Good Habits for Solving Hard Words (pg. 52)

Add: Look at ALL the parts of the word

### **Session 11: Readers Use Meaning to Figure Out Words (Unit 1, p. 56)**

Readers don’t karate-chop words! They think about what would make sense to figure out tricky words. You can check the picture and think about the story, asking, ‘What word would make sense here?’

~Using Meaning to Figure Out Words

1. When you get to a tricky word, stop!
2. Check the picture.
3. Look at ALL the parts of the word.
4. Get a running start.
5. Ask, "What word would make sense here?"
6. Reread with your guess of the word!

### **Session 12: Readers Double-Check Their Reading (Unit 1, p. 59)**

Readers do a double-check. They check to make sure a word makes sense with the story, and they also check the letters on the page to make sure the word looks right.

~How to Double Check Your Reading

1. Read the words on the page.
2. Stop, if you're reading doesn't make sense.
3. Look at the picture.
4. Think, 'What could this word be?'
5. Double check the letters and sounds in the word.
6. Try a new word.
7. Ask yourself, 'Does it look right?'
8. Ask yourself, 'Does it make sense?'
9. Keep reading.

~Anchor Chart: Good Habits for Solving Hard Words (pg. 60)

Add: Check it! Do a Double-Check!

### **Session 13: Readers Don't Give Up - They Try, Try Again (Unit 1, p. 65)**

**Readers don't give up! They try and try again. If you try to read across the word and it still doesn't make sense, you can look at the picture again and reread the page and ask, 'What word would make sense?' 'What other word might it be?'**

~How to Solve Hard Words

1. Check the picture.
2. Look at ALL the parts of the word.
3. Get a running start.
4. Ask, "What word would make sense here?"
5. If we guess wrong, try again! (Look at the picture again, reread the page and think, "What else could it be?")

### **Session 14: Try It Two Ways! (Unit 1, p. 69)**

When you are trying to read tricky words, one of the hard parts will be the vowels (a, e, i, o, u) because they make lots of different sounds, especially when stuck to other letters. So the important thing is to try the sound two ways-short and long.

~How to Solve Hard Words, Trying it 2 Ways

1. Check the picture.
2. Look at ALL the parts of the word.
3. Get a running start.
4. Ask, "What word would make sense here?"
5. Try the sound two ways (short and long).

~Anchor Chart: Good Habits for Solving Hard Words (pg.69)

Add: Try it 2 ways.

### **Bend III: Partners Have Good Habits, Too**

**Session 15: Partners Can Introduce Their Books to Each Other (Unit 1, p. 74)**

Partners, like all readers, have good habits, too: for the beginning, the middle, and the end of books. One thing partners can do at the beginning is to give a book introduction. You can introduce your book to your partner before you read.

~How to Introduce Your Book

1. Tell your partner the title of your book.
2. Tell your partner WHO the story is about.
3. Tell your partner WHERE the story is taking place.
4. Tell your partner WHAT happened in the story.
5. Read the story with your partner.

~Anchor Chart: Reading Partners Work Together (pg. 75)

Add: We give book introductions

**Session 16: Partners Don't Tell, They Help! (Unit 1, p. 79)**

It's the very same thing with partners. When you read with a partner, and you come across a tricky word, your partner doesn't elbow you aside, saying 'Oh, I know it!' and take away your chance to work at it! No way! Partners cheer for each other to get stronger- and help each other do the hard work.

~Ways to Help Your Partner

1. Remind your partner what strategies to try (Good Habits for Solving Hard Words).
2. Teach, don't just tell!
3. Do this each time you buddy read.

~Anchor Chart: Reading Partners Work Together (pg. 80)

Add: We don't just tell-we HELP!

**Session 17: Partners Can Do Something at the End of a Book, Too! (Unit 1, p. 85)**

When partners come to the end of a book, they don't just throw the book aside, check off that they read it, and say, 'What's next?' No way! Partners decide to do something at the end of a book. They might reread to smooth it out, or see more, or get ready to retell.

~Partner Reading

1. Read the book with a partner.
2. Reread it smoother and faster,
3. Retell the book to your partner.

~Review Anchor Chart: Readers Build Good Habits

~Review Anchor Chart: Good Habits for Solving Hard Words

~Anchor Chart: Reading Partners Work Together (pg. 85)

Add: We do SOMETHING at the end.

**Session 18: Readers Celebrate and Set New Goals (Unit 1, p. 89)**

Partners don't just help each other at the beginning, middle, and end of a book. They also help each other at the beginning and end of a unit of study-because those units are sort of like chapters in a person's reading life. Partners help readers to think backward and to retell and remember the important parts-and to think ahead, setting goals.

~Partners Set Goals

1. Use the checklist to self-assess and set a goal.
2. Think about ways to work towards goals.
3. Record your goal so you can use it as a reading tool.
4. Practice every day!

**Integrated accommodations and modifications for students with IEP's, 504s, ELLs, and gifted and**

**talented students:**

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

**List of Core Instructional and Supplemental Materials:**

Units of Study by Lucy Calkins Reading, 2015 edition

[Units of Study Online Resources](#)

Reading Strategies by Jennifer Serravallo

**Mentor Texts/Read Alouds:**

Ish by Peter H. Reynolds

The Snowy Day by Ezra Jack Keats

Chrysanthemum by Kevin Henkes

Frog and Toad by Arnold Lobel

Iris and Walter by Elissa Haden

Gossie & Gertie by Olivier Dunrea

Kazam's Birds by Amy Ehrlich

“Little Miss Muffet” poem

The Three Billy Goats Gruff

The Carrot Seed by Ruth Krauss

Mr. Fantastic Fox by Roald Dahl

Charlotte's Web by E. B. White

**Mentor Texts/Shared Reading:**

Ollie the Stomper by Olivier Dunrea

Song of your choice, for example, “Make New Friends”

**Interdisciplinary Connections**

Reading is a foundational skill with cross curricular ties across all content areas.

**Integration of 21st Century Skills and Life and Career Standard**

CRP1, 2, 4, 6, 8, 11

**Integration of the Technology Standard**

NJSLS.8.1

## Grade 1 Unit 2: Learning About the World - Reading Nonfiction

December - January

Overview: This unit aims to introduce students to nonfiction texts, to be able to read about and learn about things in our world. You will want to have leveled nonfiction books available to students, mostly in topic baskets. You will find that many students will be interested in topics around animals, plants, properties of water, and weather.

Stage 1: Desired Results

Reading Level Benchmark: F, G

Unit Goals:

- Nonfiction readers read to become smarter about the world.
- Nonfiction readers think about what they read.
- Nonfiction readers have ways to deal with tricky words as they read.
- Readers can read more than one book about a topic to compare and contrast.

Essential Questions:

- Why do people read non-fiction texts?
- How do I use everything I know about reading to read books that teach me information and ideas about different topics?

Skills/Knowledge:

- Identify the purpose for reading storybooks vs. informational books.
- Differentiate the characteristics of fiction and nonfiction books.
- Distinguish fact from fiction in a story book or poem.
- Record facts learned from nonfiction texts in their Reader's Notebook.
- Explain how the facts make you think or feel about the topic.
- Describe and elaborate on what a text or page is mostly about, using the cover and retell strategy.
- Build an organizer, such as "boxes and bullets", to identify the main idea of a text and give supporting details.
- Collect vocabulary in Reader's Notebook.
- Utilize text features and context clues to determine the meaning of new vocabulary.
- Articulate expert words/domain-specific vocabulary when discussing with partners.
- Participate in active conversations with partners/groups on specific topics and new vocabulary in read-aloud books.
- Extend their knowledge of a specific topic by asking questions.
- Research a topic using various reading materials to satisfy their curiosity.
- Synthesize information by reading two or more texts on the same topic.
- Recognize the author's purpose in an informational text.
- Select various types of nonfiction text to read for different purposes.
- Locate and use informational text features including heading, captions, illustrations, charts, etc.
- Recognize text features as clues to determine the importance of the information.
- Identify which text feature would be used to seek targeted information

NJSLS:

RI.1.1 - 10

RF.1.1, RF.1.4

Stage 2-Assessment

**Assessment:**

- Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- Summative Assessment - Reading Responses, Logs, Projects
- Benchmark Assessment - DRA, Running Records, DIBELS

**Stage 3- Learning Plan**

## Teaching Points/Sessions

**Bend I: Getting Smart on Nonfiction Topics****Session 1: Getting Started as a Nonfiction Reader (Unit 2, p. 2)**

When reading nonfiction, or books about real life, readers start learning about a topic even before they read page 1. When they do a sneak peek, readers are already learning stuff about their topic.

~How to Get Started as a Nonfiction Reader

1. Pick a nonfiction book.
2. Take a sneak peek.
  - Read the title.
  - Look at the pictures
3. Think about what is happening in the book.

~Anchor Chart: How to Get Super Smart About Nonfiction Topics

**Session 2: Studying One Page Can Teach so Much (Unit 2, p. 8)**

Readers who want to get smart about a topic don't just let the pages fly by. Instead readers think, 'This one page can make me smart,' and they read each page closely, getting as much as they can out of it. They read whole books that way.

~How to Get Smart About a Topic

1. Take a sneak peek to start learning.
2. Stop and study each page.

~Anchor Chart: How to Get Super Smart About Nonfiction Topics

**Session 3: Readers Learn More by Chatting about What's Happening (Unit 2, p. 16)**

To get really smart about your topic, you don't just read a book-you also have little chats about that book. You read the words on the page, and then you use your own words and your own ideas to talk about the book (or the page) with yourself or with a friend.

~Chatting About Books

1. Read the page looking closely at the picture and the words.
2. Think about what you learned from that page.
3. Chat about what already happened or what might happen next.
  - I think...
  - Maybe...
  - I bet...

~Anchor Chart: How to Get Super Smart About Nonfiction Topics

**Session 4: Readers Reread to Make Sure They Understand Their Books (Unit 2, p. 23)**

At the end of a book, readers think, "What have I learned about this topic? Am I smarter about the topic now?" Then they look back in their books and try to remember all that the book taught them.

~How to Check for Understanding

1. Read your book.
2. Reread.
3. Think about what you have learned, use your fingers.
4. Look back to remember more.

### **Session 5: Working on Fluency, Including Stress and Intonation (Unit 2, p. 28)**

To understand and remember the information in books better, nonfiction readers make their voices sound smoother and livelier as they read.

~How to Smooth Out Your Voice:

1. Reread the first few pages.
2. Read the words like they are so, so, so important.
3. Check, 'Did your voice sound smoother and livelier?'

~Anchor Chart: How to Get Super Smart About Nonfiction Topics

### **Session 6: A Celebration of Learning (Unit 2, p. 35)**

When grown-ups are at parties (like a pizza party or a tea party), they don't just eat. They also talk-and often they talk about books they've been reading and new things they've been learning. You can have fun talking about books, just like grown-ups do, by sharing important information and interesting ideas and asking questions about your books.

~Readers talk about books by saying things like:

- What surprised me the most was....
- What else did you learn?
- You're never gonna guess what I learned about...

## **Bend II: Tackling Super Hard Words in Order to Keep Learning**

### **Session 7: Readers Don't Let Hard Words Get in Their Way (Unit 2, p. 43)**

Nonfiction readers don't let anything get in their way of learning a lot about their topic-not even super hard words. They use everything they know to figure out those words.

~How to Solve Tricky Words:

1. Check the picture.
2. Look at ALL the parts of the word.
3. Get a running start.
4. Check it! Do a double-check!
5. Try it 2-ways

~Anchor Chart: Good Habits For Solving Hard Words

### **Session 8: Crashing Word Parts Together to Solve the Whole Word (Unit 2, p. 49)**

When you want to get smart about your topic, you work at the hard words, even if they are long. One trick to reading long words is called 'crashing.' You can crash the parts of the word together and then think, 'What word makes sense here?'

~How to Crash Word Parts Together

1. Suck the hard word right out of the book.
2. Get a running start in the book.
3. Make word parts that you know.
4. Look at the next part.
5. Crash the parts together.
6. Add more parts until it makes sense.

~Anchor Chart: Good Habits for Solving Hard Words

**Session 9: Readers Check that the Words They Read Look Right and Make Sense (Unit 2, p. 56)**

Sometimes when you ask, ‘Does it look right?’ you might need to do a slow check. In the same way you say a word slowly to spell it, you can run your finger under the word and say it slowly to check if it looks right. Then you can reread to double-check that the word makes sense.

~How To Double-Check Your Reading

- Run your finger under the tricky word.
- Say it slowly.
- Check if it looks right.
- Reread the word to double-check that the word makes sense.

~Anchor Chart: Good Habits for Solving Hard Words

**Session 10: Readers Learn New Words as They Read (Unit 2, p. 60)**

When readers run into a new word, they don’t ignore those words, nor do they let those words stop them from reading and learning about their topic. They say the word the best that they can and think, ‘What does this new word mean?’

~Readers Learn New Words By:

1. Look at the new word.
2. Use as many words as you can to describe what the word might mean.
  - What might this be in the picture?
  - What might this look like?
  - What might it do?
2. Do the best you can to pronounce the word.

~Anchor Chart: Good Habits for Solving Hard Words

**Session 11: Readers Find and Think About Key Words (Unit 2, p. 66)**

It is important to be on the lookout for keywords, words that are key to understanding your topic. It’s like these words unlock knowledge. I mimed turning a key. When you find a keyword try extra hard not just to read that word and say that word, but to own that word.

~How to Find and Think About Keywords

1. Choose a keyword to pay attention to that helps you think about the topic more.
2. Think about that word and the topic you are reading about.
3. Say something about the word.
4. Say the word.
5. Own the word!

~Anchor Chart: How to Get Super Smart About Nonfiction Topics

**Session 12: Rereading a Page to Find the Just-Right Sound (Unit 2, p. 73)**

Readers of nonfiction read and reread the pages of their books to find just the right way each page should sound. Sometimes they try it one way, scooping up the words, and sometimes they read it another way, using their voices to punch out some words.

~How Readers Reread:

1. Try reading the page one way.
2. Scoop up the words.
3. Try reading it a different way.
4. Use your voice to punch out some words

**Bend III: Reading Aloud Like Experts****Session 13: Finding Interesting Things to Share (Unit 2, p. 79)**

To share a book like an expert, you first need to notice things that are worth sharing. It helps to mark the pages where you found something interesting or important in some way-parts that made you sit up and think to wonder, to want to learn more.

~How to Find Interesting Things to Share

1. Read to yourself.
2. Find parts that seem important.
3. Think about what I would study on that page.
4. Mark those parts.
5. Read those pages like an expert.

~Anchor Chart: How to Get Super Smart About Nonfiction Topics

### **Session 14: Reading with Feeling (Unit 2, p. 85)**

To read a book like an expert, it helps to think about and practice how to read each part, making your voice show the feeling behind the words.

~How to Read with Feeling

1. Remember what's happening in a part or page.
2. Think about the feeling that goes with that section.
3. Make your voice match to show the feeling.

~Anchor Chart: How to Read Like an Expert

### **Session 15: Reading Like a Writer (Unit 2, p. 91)**

To read a book like an expert, it helps to study all the parts you find interesting and important, thinking not just like a reader, but also like a writer. You might notice words that make a beautiful picture in your mind, or a part that makes you react in a big way or feel something.

~How Can I Read Like a Writer?

- Think about questions my readers might have.
- Include pictures (teaching words, lines, and arrows, zooming in).
- Give an example.
- Use shape, size, and color words.

~Anchor Chart: How to Read Aloud Like an Expert

### **Session 16: Readers Plan to Talk and Think About Key Words (Unit 2, p. 98)**

Another way to make your read-alouds sound like an expert is to point out key words in your books as you read. You can use those words to talk about the topic, teaching others what they mean and why they are important.

~How to Plan to Talk About Keywords

1. Think about the keywords that were important in your reading.
2. Write these words on post-its.
3. Practice them independently.
4. Share your new words with a partner and tell them something about the word to help them understand what it means.

~Anchor Chart: How to Read Aloud Like an Expert

### **Session 17: Using Drama to Bring Your Read-Aloud to Life (Unit 2, 102)**

When you are reading aloud a book like an expert, it's helpful to bring the book to life, not just with your voice, but also with your body.

~How to Use Drama to Bring Your Read Aloud to Life

1. Choose your book that you want to read aloud.

2. Read your book to your audience.
  - Make your voice sound like an expert.
  - Look like an expert.
  - Feel like an expert.
3. Explain and think about keywords

~Anchor Chart: How to Read Aloud Like an Expert

**Session 18: A Celebration of Reading to Learn About the World (Unit 2, p. 108)**

As you read your books aloud like experts, it’s important to check in with your audience-your reading buddy-to make sure that he or she is with you, understanding the information you are sharing.

~How to Read Aloud Like an Expert

- Mark interesting parts
- Show the feeling in each part.
- Figure out how the book is organized.
- Study books like a writer.
- Explain and think about the key words.
- Use drama to bring the topic to life!

**Integrated accommodations and modifications for students with IEP’s 504s, ELLs, and gifted and talented students:**

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

**List of Core Instructional and Supplemental Materials:**

[Units of Study Online Resources](#)

Units of Study by Lucy Calkins Reading, 2015  
 Reading Strategies Book by Jennifer Serravallo

**Mentor Texts/Read Alouds:**

Hang on Monkey by Susan B. Neuman  
I Want to Be a Doctor by Dan Liebman  
Super Storms by Seymour Simon  
Life Cycle of a Dragonfly from the Weekly Reader Early Learning Series  
Bears and Their Cubs by Linda Tagliaferro  
From Field to Flowers National Geographic, Windows on Literacy

**Mentor Texts/Shared Reading:**

Owls by Mary R. Dunn  
 “Eagle Flight” and “Migration” by Georgia Heard

**Interdisciplinary Connections**

Reading is a foundational skill with cross curricular ties across all content areas.

**Integration of 21st Century Skills and Life and Career Standard**

CRP1, 2, 4, 6, 8, 11

**Integration of the Technology Standard**

NJSLS.8.1

## Grade 1 Unit 3: Readers Have Big Jobs to Do

February - March

Overview: This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency - all of which require the development of great problem solving skills.

Stage 1: Desired Results

Reading Level Benchmark: F, G, H, I

Unit Goals:

- There are many ways that readers push themselves to read with vigor and stamina.
- Readers can think about the story and how books sound to help them figure out tricky parts.
- Readers react when they reach a tricky part in their reading, and work through difficulty with independence.
- Readers reread to help their reading sound better and to monitor for understanding.
- Readers automatically use a repertoire of strategies as they read.
- Readers use context and word parts to figure out the meaning of unknown words.
- Readers match the picture in their mind with the words on the page.
- Partners can help each other solve tricky parts in their books.

Essential Questions:

- How do readers push themselves to read with accuracy, comprehension, and fluency?
- Why is it important to stop and think while we read?
- How do readers make sense of the words on a page?
- How can I become a better reader?
- Why is it important to persevere (never give up)?

Skills/Knowledge:

- Envision a scene as they read, using the pictures and the words to make a movie in their mind.
- Pay close attention to the actions of the characters and dialogue.
- Practice reading fluently and expand their repertoire of known words by rereading.
- Slow down to break up longer words part by part.
- Stop at the first sign of trouble and try a strategy.
- Try many ways to figure out hard words since they know groups of words can make different sounds.
- Use clues in illustrations and the text to infer meanings of unknown words.
- Use words they know to solve words they don't know.
- Work together as partners to solve hard problems.

NJSLS:

W.1.3

RF.1.1-4

RL.1.1-4,6,7,10

SL.1.1-4,6

L.1.1,2,4,6

Stage 2-Assessment

**Assessment:**

- Formative - Observations, Accountable Talk, Reading Conferences, Book Club

- o Summative Assessment - Reading Responses, Logs, Projects
- o Benchmark Assessment - DRA, Running Records, DIBELS

## Stage 3- Learning Plan

### Teaching Points/Sessions

#### **Bend I: Readers Have Important Jobs to Do**

##### **Session 1: You Be the Boss! Readers Say, “I Can Do This!” (Unit 3, p. 2)**

When readers are the *boss* of their reading, one of their jobs is to *stop* at the first sign of trouble. Then they say, “I can solve this! I can try something, using all that I know.”

~How to be the Boss of Your Own Reading

1. When we come to a tricky word, we stop.
2. Think “What strategies can I use to help me solve this word?” (check the picture, notice snap words, look at all parts of the word, get a running start, check and double check, try it two ways, crash the parts together, do a slow check, say the word as best you can and think about what it means).
3. After we try one, we check to see if we can use a second (or third) strategy to help us.

~Anchor Chart: Be the Boss of Your Reading!

##### **Session 2: Readers Use Everything They Know to Solve a Word (Unit 3, p. 10)**

If you are *really* in charge of your reading, you do everything it takes to figure out the hard parts. You try *something* and then try something *else* to get the job done!

~In order to be the boss of our own reading we:

1. STOP at the first sign of trouble!
2. Try SOMETHING!
3. Try something else to get the job done! (Using our strategies chart OR our partner to help us!)

~Anchor Chart: Be the Boss of Your Reading

##### **Session 3: Readers “Check It!” to Self-Monitor (Unit 3, p. 18)**

When you’ve read a tricky word correctly, you have to be the boss and check it. You can do a *triple-check*. Ask, “Does it make sense? Does it look right? Does it sound right?”

~How To Triple-Check

1. We stop at the first sign of trouble, try something, and try a second strategy.
2. Then, we read that sentence and ask ourselves:
  - Does it look right?
  - Does it sound right?
  - Does it make sense?
3. We answer our questions:
  - It looks right because...
  - It sounds right because...
  - It makes sense because...
4. We reread the sentence.

~Anchor Chart: Be the Boss of Your Reading!

##### **Session 4: Readers Make a Plan (Unit 3, p. 25)**

Readers who are in charge have big plans for their reading. They think, “What do I do *a lot*? What can I do even *more*?” Then, they make a plan to be the best they can be.

~How to Plan for Your Reading:

1. Look at your “Tools for Solving and Checking Hard Words.”

2. Look at each tool and ask yourself, “Do I use this tool a lot? Can I use it more often?”
3. Set goals to make our “sometimes” habits into “often” habits.
4. Review our goals every day to make sure we practice them.

### **Session 5: Readers Get Help When They Need It (Unit 3, p. 25)**

Sometimes people need to work *together* to solve hard problems. You can call on your partner to help you use *lots* of strategies and check your reading, especially when it feels really tough.

~Partners help each other with hard problems by:

1. Give the person who is stuck a chance to solve it on his or her own (not just blurting out the right word)!
2. The person who is stuck *asks for help* when they are ready.
3. The person who is helping can use the “Tools for Solving and Checking Hard Words” chart to give suggestions to help them solve the word on their own.
4. Partners work together to make sure the word makes sense, sounds right, and looks right in the sentence.

## **Bend II: Readers Add New Tools to Read Hard Words**

### **Session 6: Readers Think about the Story to Problem-Solve Words (Unit 3, p. 37)**

Readers don’t just look at the picture. They also think about what is happening in the story to help figure out what word would make sense.

~How To Solve Tricky Words

1. I read until I come upon a tricky word.
2. I stop and ask myself, “What has happened in the book so far?” I use the words and pictures to tell the details across my fingers.
3. I use that information (and what I know about solving tricky words) to take a guess at what the word can be.
4. I reread the sentence, asking myself, “Does it make sense? Does it look right? Does it sound right?”

~Anchor Chart: Tools for Solving and Checking Hard Words

### **Session 7: Readers Think about What Kind of Word Would Fit (Unit 3, p. 44)**

*Another* tool readers use to get their job done is they listen carefully as they read to consider what word might come next. They think, “What would sound right? What kind of word would fit here?”

~How to Solve Tricky Words

1. I read until I come upon a tricky word.
2. I stop and ask myself, “What kind of word would sound right here? What word would fit?”
3. I use clues in the tricky word to help me take a few guesses at the word.
4. I reread the sentence, checking to see which guess sounds right, looks right, and makes sense.

~Anchor Chart: Tools for Solving and Checking Hard Words

### **Session 8: Readers Slow Down to Break Up Long Words (Unit 3, p. 51)**

As your books get harder, some of the words also get harder. But you can slow down, look at all the parts of a word, and read it part by part.

~How to Read Part by Part

1. When you come upon a hard word that has lots of parts, ask yourself, “How can I break this word into parts that I can sound out?”
2. Sound out each part one at a time, using your finger to cover up some of the word to help you read each part.
3. Put all the parts together to sound out the word.
4. Reread the entire sentence/page to make sure the word makes sense, sounds right, and looks right.

~Anchor Chart: Tools for Solving and Checking Hard Words

Add: Read part by part

**Session 9: Readers Use Words They Know to Solve Words They Don't Know (Unit 3, p. 59)**

Readers can use words they *know* to read words they *don't* know. When you are stuck on a word, you can think, "Do I know how to read or write a word that looks like this one?"

~How to Solve Tricky Words

1. When you come to a tricky word, you can ask yourself, "Are there any parts of this word that *look like* a word I already know?"
2. Think: "This word reminds me of..."
3. Then ask yourself, "How is this word different than that word I already know?"
4. Then, use that information to give that tricky word a try!
5. Reread the entire sentence/page to make sure the word makes sense, sounds right, and looks right.

~Anchor Chart: Tools for Solving and Checking Hard Words

**Session 10: Readers Try Sounds Many Ways to Figure Out Words (Unit 3, p. 66)**

Readers are flexible. They know that letters and groups of letters can make different sounds. You can say the word or the word part many ways to figure it out.

~How to be a Flexible Reader

1. STOP at the first sign of trouble!
2. Slide your finger under the tricky word.
3. Say the sounds one way and listen to check that it sounds right and makes sense.
4. Try sounding it out *another way*. See if *that* way sounds better or makes more sense than your first try.

**Session 11: Readers Use Sight Words to Understand Their Books (Unit 3, p. 70)**

Readers only slow down to read a word when they *have* to. Instead, they read most of the words in their books in a snap and keep going, making their reading as smooth as it can be.

~How to Smooth out Your Reading

(For students who sound out their snapwords, consider adding a review of snap words to the "before reading" preview/book walks—pointing to and reading snapwords throughout the text.)

1. Pay attention to the words on the page, knowing that most of the words will be ones you DON'T need to sound out!
2. Then, when reading through the sentence, do not slow down when you come to those snap words. Read on!

~Anchor Chart: Tools for Solving and Checking Hard Words

**Bend III: Readers Use Tools to Understand Their Books**

**Session 12: Readers Work to Understand, Rereading If They Don't Get It (Unit 3, p. 76)**

Readers just don't work hard to read *words*. They work hard to understand their *books*. As you read, *always* check, "Am I getting it?" If not, reread to figure out how everything fits together.

~Checking for Understanding

1. As we are reading, we stop and check that we understand what is going on by talking through what we have learned.
2. When we are confused, we *talk back* to the text, asking "I wonder what that's about?" or "Do I understand what is going on in this part?"
3. I can reread to make sure I completely understand what is happening.
4. I can also read *ahead* to see if I can answer my questions with information that happens later in the book.

**Session 13: Readers Make Mind Movie to Picture What's Happening (Unit 3, p. 82)**

Another tool readers use to understand their books is their imagination. Readers pay attention to what's happening and imagine more than just what's in the pictures. They use their imagination to turn the pictures into a movie in their mind.

~Imagination in Reading

1. I look at the words and the pictures on the page, using my imagination to create an opening scene for the "movie in my mind."
2. I talk through what I see in my imagination.
3. I look back at the words and pictures on the page to add on to my scene—making the characters move, talk, and express feelings.
4. I tell my partner about all the details I see in my movie.

~Anchor Chart: Tools for Understanding Our Books

**Session 14: Readers Keep Track of Who's Talking as They Read (Unit 3, p. 88)**

To really understand your books, it's important not just to pay close attention to the *actions*, but also to pay attention to the *dialogue*. Readers keep track of who's talking as they read.

~How to Keep Track of Who Is Speaking

1. Create a movie in your mind.
2. Look for dialogue cues (quotation marks, dialogue tags).
3. Alone OR with a partner, practice performing the dialogue...giving each character his or her own voice and talking style.

~Anchor Chart: Tools for Understanding Our Books

**Session 15: Readers Don't Just Read Words, They Understand Words (Unit 3, p. 91)**

Readers learn new words from all the books they read! When you figure out how to *read* a word, but you don't know what it means, you stop and think about it. You can look for clues in the picture and the other words to *understand* the new word the best you can.

~Learning New Words When Reading

1. When you come to a word you do not understand, STOP!
2. Ask yourself, "What in the words and pictures might help me figure out what this word means?"
3. Take a guess at the meaning. Then look for other clues that help support your guess.
4. Reread the sentence to make sure the definition you've created makes sense in the sentence.

~Anchor Chart: Tools for Understanding Our Books

**Bend IV: Readers Use Everything They Know to Get the Job Done**

**Session 16: Readers Use Everything They Know to Get the Job Done Quickly! (Unit 3, p. 101)**

To be *really* in charge of your reading, you need to use everything you know *quickly*! When you get stuck on a hard word, or on a hard part, use all of your tools to get the job done fast, and keep going.

~Taking Charge of Your Reading

1. When I come to a tricky part, I stop!
2. Ask, "What are a few strategies I can use to attack this tricky word?" I name a few strategies across my fingers.
3. Try to attack the next tricky part more quickly. Your goal is to eventually use a lot of strategies without stopping to think for a long time! (This takes practice, but you can do it!)

**Session 17: Readers Investigate Ways to Make Their Reading Sound Great (Unit 3, p. 106)**

Guided Inquiry: Ask students to discuss, "How do readers make their reading sound really *great*?"

~Ways to Sound Like a Reading STAR!

1. Scoop up lots of words.
2. Look for clues like dialogue tags.

3. Change your voice to sound like the characters.
4. Show feelings.
5. Read some parts s...l...o...w and some parts fast!
6. Add sound effects.
7. Read LOUD and clear.

**Session 18: Partners Work Together to Make Their Reading Sound Its Very Best (Unit 3, p. 112)**

To make your reading sound its very best, it helps to have an audience. Partners can work together to listen in and give tips, like “reread this part again. Make it smoother.”

~Making it Smoother

1. Work with your partner. Take turns reading aloud.
2. While one partner is reading, the other should be listening carefully and giving feedback. Some examples of powerful feedback:
  - When you come to a part where a character is talking, try to talk with more feeling.
  - Try that line again. This time, try to scoop up a few words at a time.
  - Reread that part. But, this time, give each character a different sounding voice.

**Integrated accommodations and modifications for students with IEP’s 504s, ELLs, and gifted and talented students:**

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

**List of Core Instructional and Supplemental Materials:**

[Units of Study Online Resources](#)

Units of Study by Lucy Calkins Reading, 2015  
 Reading Strategies Book by Jennifer Serravallo

**Mentor Texts/Read Alouds:**

Frog and Toad are Friends by Arnold Lobel  
Henry and Mudge by Cynthia Rylant  
Poppleton by Cynthia Rylant  
The Dinosaur Chase by Hugh Price  
Zelda and Ivy: The Runaways by Laura McGee Kvasnosky  
Hattie and the Fox by Mem Fox  
The Little Critter series books by Mercer Mayer  
Fly Guy by Tedd Arnold  
A Visitor for Bear by Bonny Becker  
George and Martha by James Marshall  
Chester’s Way by Kevin Henkes

**Mentor Text for Shared Reading:**

Tumbleweed Stew by Susan Stevens Crummel  
 Song of your choice, for example, “Be a Reading Boss!”

**Interdisciplinary Connections**

Reading is a foundational skill with cross curricular ties across all content areas.

**Integration of 21st Century Skills and Life and Career Standard**

CRP1, 2, 4, 6, 8, 11

**Integration of the Technology Standard**

**NJSLS.8.1**

**Grade 1 Unit 4: Meeting Characters and Learning Lessons ~ A Study of Story Elements**

**Stage 1: Desired Results**

**Benchmark: Level F-I**

**Unit Goals:**

- Readers can think about the story and how books sound to help them figure out tricky parts.
- Readers react when they reach a tricky part in their reading, and work through difficulty with independence.
- Readers reread to help their reading sound better and to monitor for understanding.
- Readers automatically use a repertoire of strategies as they read.
- Reading books helps us learn about our lives and our world.
- Readers match the picture in their mind with the words on the page.
- Readers share their opinions about books with others.

**Essential Questions:**

- Why is it important to stop and think while we read?
- How can I become a better reader?
- How can working with a partner help me become a better reader, writer, and thinker?

**Skills/Knowledge:**

- Readers compare and contrast books by asking, "What's the same? What's different?"
- Readers change their voice to show what a character is feeling in the book they are reading.
- Readers mark important parts in their books in order to be able to retell and retain the story.
- Readers notice the lessons in their books by paying attention to what the character learns when a problem gets solved.
- Readers pay attention to the relationships in the story to get to know a character better.
- Readers share their opinions with others about the books they are reading.
- Readers understand the importance of rereading and to notice new details in their stories.
- Readers use what is happening in the story to predict what will come next.

**NJSLS:**

W.1.1,3,8

RF.1.2-4

RL.1.1.-46,7,9,10

SL.1.1,2,4,6

L.1.1.,2,4,6

**Stage 2-Assessment**

**Assessment:**

- Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- Summative Assessment - Reading Responses, Logs, Projects
- Benchmark Assessment - DRA, Running Records, DIBELS

**Stage 3- Learning Plan**

**Teaching Points:**

## ***Bend I: Going on Reading Adventures***

### **Session 1: Readers Preview Stories to get Ready for Reading Adventures (Unit 4, pg. 2)**

Readers, it's important to get ready for your reading adventures. Readers take a sneak peek to find out *where* they'll go and *what* they'll do.

#### ~How to Take a Sneak Peek

1. Before I start to read, I look at the front of the book. I look at the words and pictures and ask myself, "Where will this story take place?" AND "What might the characters do?"
2. I look at the back of the book. I ask, "Are there more clues here?"
3. I also look at the contents page and ask, "What other information can I learn from the titles of the chapters?"

~Anchor Chart: Off We Go! Readers Go On Adventures!

### **Session 2: Readers Use The Storyline to Predict (Unit 4, pg. 11)**

When you read stories, you're not just tagging along behind the character, you're also looking ahead and imagining what's next. You think about what's already happened to predict what might happen next.

#### ~What to Do When Reading

1. Read a chunk of your book (a few pages).
2. STOP and ask yourself, "What might happen *next*?"
3. Read on to see if you were right OR if you get to be surprised.
4. Try it again after reading another chunk of your book.

~Anchor Chart: Off We Go! Readers Go On Adventures!

### **Session 3: Readers Retell to Retain the Story (Unit 4, pg. 16)**

Readers, the best way to remember a book forever and ever is to tell someone else about it. After you read a great book, you can take it to a friend and say, "Can I tell you about this book?" If you've marked some of the important parts, it will help you retell what happened.

#### ~How to Remember a Book

1. I remember the *most important parts* of the book.
2. I turn back to those big events and leave a post-it.
3. When I retell, I flip through the book. I stop at the post-its and retell what happened in that part.
4. I continue doing this until I reach the end of the book!

~Anchor Chart: Off We Go! Readers Go On Adventures!

### **Session 4: Readers Revisit Books to Notice More (Unit 4, pg. 23)**

Readers know that they can go back to the same place, the same page, and the same reading adventure and see something new every time. Readers reread!

#### ~Reread to Notice More

1. Reread the story.
2. Pause to notice more details.
3. Now, you can understand the story a bit better.

~Anchor Chart: Off We Go! Readers Go On Adventures! (pg. 24)

Add: Reread to Notice More

### **Session 5: Readers Reread to Notice Pages that Go Together (Unit 4, pg. 28)**

When readers reread, they notice how parts of the story go together. You might notice that the same kinds of things happen again and again, or notice the way the trouble starts and ends.”

~What to do When You Reread Books

1. After reading a book all the way through, think about what pages go together. Mark them with post-its.
2. Ask yourself, “How are these pages ALL alike?” (It could be a repeated pattern OR the way the trouble starts and ends.)
3. Tell a partner about the patterns you notice.
  - I notice that all these parts tell about \_\_\_\_\_.
  - ALL these parts describe \_\_\_\_\_.
  - These pages all show that trouble starts/ends when...

~Anchor Chart: Off We Go! Readers Go On Adventures!

### ***Bend II: Studying Characters in Books***

### **Session 6: Learning About the Main Character (Unit 4, pg. 33)**

Reading stories isn't that you go on great adventures; it's that you meet interesting characters along the way. Characters are the most important ingredients in any story, so readers pay attention to details to learn all they can about them.

~How to Understand Characters

1. Decide who are the most important characters in the story.
2. As you read, pay attention to:
  - Who the character IS (and be able to tell all about them).
  - What the character *likes*.
  - The kinds of things the character *says* and *does*.
3. Do this work using the words and the pictures.

~Anchor Chart: Readers Meet Characters Along the Way!

### **Session 7: Readers Learn About Characters by Noticing Their Relationships (Unit 4, pg. 38)**

Readers don't just get to know the character who is the star of the story, they get to know the *other* characters too. When you learn about the other characters, you end up knowing the main character even better.

~Understanding Other Characters

1. When we are introduced to a new character, we read slowly and carefully.
2. After reading a chunk of information about the new character, we ask ourselves, “What are we learning so far about (character)?”
3. We continue reading, working hard to learn about the main character AND this new character...at the same time.
4. We talk to our partner about what we are learning about the characters and their relationship.

~Anchor Chart: Readers Meet Characters Along the Way!

### **Session 8: Rereading to Learn More about Characters (Unit 4, pg. 45)**

When you reread, you don't just see new things in the story. You also notice new things about the characters. When you discover new details, you can think, "What is this teaching me about this character?"

~Rereading to Learn More About the Character

1. Reread important parts. Look at the words and pictures to notice new things about the character. You might say, "I knew \_\_\_\_ about this character. But *now* I see \_\_\_\_."

2. Think deeper:

--This is teaching me \_\_\_\_ about (this character).

--I am realizing that (this character) \_\_\_\_.

--This is important because...

--This got me thinking...

--One thing I notice is...

3. Take turns talking through your ideas with your partner.

~Anchor Chart: Readers Meet Characters Along the Way!

### **Session 9: Readers become the Character (Unit 4, pg. 51)**

Readers, when books take you on reading adventures, you don't just *follow* the character. You practically *become* the character. You can change your voice to show what the character is feeling and bring the character to life.

~How to Bring the Characters to Life

1. Look at the words and pictures. Notice what the characters *do* and *say*.

2. Think, "How does this character *feel* during this part?"

3. Reread that part. Make your voice match the feeling.

4. Try rereading again, working hard to make your reading show the feelings in every part you read.

~Anchor Chart: Readers Meet Characters Along the Way!

### **Session 10: Characters' Feelings change, and so do Readers' Voices (Unit 4, pg. 54)**

Readers expect a characters' feelings to change across the story, and that when feelings change, readers take action. They change their reading voices to show each new feeling.

~How to Read To Express Feelings

1. As we read we want to make sure our voices match the feeling in that part of the book. We keep an eye out for when the feelings change.

2. When they do, we STOP. We think to ourselves,

--Did the feeling change?

--What feeling is happening now?

--What information in the words and pictures *shows* that?

3. Try to make your voice match the new part.

4. Change your voice to match the feelings of *every* part of the book...all the way to the end!

~Anchor Chart: Readers Meet Characters Along the Way!

### **Session 11: Clues Help Readers Know How to Read a Story (Unit 4, pg. 61)**

**Guided Inquiry: What clues do authors leave that readers can use to bring characters to life?**

~Clues that Help Readers Know HOW to Read:

- Punctuation at the end (. ? !)
- Punctuation in the middle (, ...)
- Special print (bold *italic* CAPITAL)
- Dialogue (“ “ shouted whispered)
- Pictures

### **Session 12: Readers Reread to Smooth out their Voices and Show Big Feelings (Unit 4, pg. 67)**

Readers reread to see new details, and to learn more about the characters, but they also reread to make their voices sound smoother. You can reread to smooth out bumpy parts and to show the *big* feelings in each part. Rereading can help you perform your books.

~What to Do When Rereading a Book

1. As you are reading, stop to check in on how your reading sounds.
2. Ask yourself, “Is my voice smooth?” “Am I showing the big feelings in this part?”
3. If not, remember to reread and try again!

### **Bend III: Learning Important Lessons**

#### **Session 13: Discovering the Lessons Familiar Stories Teach (Unit 4, pg. 70)**

Stories are like fortune cookies. When you open up a story, you find there’s a little life lesson inside it.”

~How to Find Life Lessons in Books

1. Think about how the story went and what the trouble was.
2. Reread the ending. Ask yourself, “How did the trouble get fixed?” and “What did the character realize?”
3. Then think about the life lesson the story has left behind.

~Anchor Chart: Readers Learn Lessons

#### **Session 14: Readers Always Keep Life Lessons in Mind (Unit 4, pg. 78)**

You don’t just think about the life lessons at the *end* of a story. You also think about them when you *start* reading a new book. You can try to **predict** what the lesson will be even before you start to read, thinking right from the start, “I wonder if this is going to be one of those stories that teaches you...”

~How to Predict the Lesson of the Book

1. I begin reading my book.
2. When I begin to have an idea about what the book might teach me, I stop. I can say, “I wonder if this is going to be one of those books that teaches me...”
3. As you keep reading, keep that idea with you. You may keep the same idea until the end OR your idea may change as you read on.

~Anchor Chart: Readers Learn Lessons

#### **Session 15: Readers Make Comparisons (Unit 4, pg. 83)**

Readers don’t just read books. Readers don’t just think about characters and life lessons. Readers also **compare and contrast** books. They think, “What’s the same?” and “What’s different?”

~How to Compare and Contrast Books

1. Think about two books that are kind of, sort of alike.
2. Ask yourself, “How are these books the same?” “How are these books different?” We can talk about characters, setting, feelings, or the trouble in the story.

3. Work to name a few things across your fingers that are the same AND different about the two books. You might say,

“\_\_\_\_\_ and \_\_\_\_\_ are the same because...”

“\_\_\_\_\_ and \_\_\_\_\_ are different because...”

~Anchor Chart: Readers Learn Lessons

### **Session 16: Readers Group Books by the Lessons they Teach (Unit 4, pg. 89)**

When you compare books, categories begin to form. You start to realize that books teach similar lessons. You can think, “How are these lessons the same?” to group books together.

~How to Compare Lessons in Books

1. While rereading the books in your baggies, think, “Where might this book go?” Work hard to think about groups that tell about the *life lesson*?
2. Then, make little stacks to put ALL your books into categories, or groups.
3. You might even make a label for your stack using a post-it to jot how the books are the same.

### **Bend IV: Growing Opinions About Books**

#### **Session 17: Readers Share Their Opinions and Books (Unit 4, pg. 96)**

Readers who know books well have strong opinions. And readers don’t keep those opinions to themselves. You can recommend books you love the most.

~How to Give Book Recommendations

1. Introduce the book and the main character.
2. Retell the BIG things that happen. (You can retell the important parts with placed post-its while you were reading).  
But, DON’T give away the ending!
3. Pass along the lesson.

#### **Session 18: Readers Rehearse What They will Say (Unit 4, pg. 102)**

Just like rereading helps to make your reading voices smoother, rehearsing helps to make your speaking voices smoother.

~How to Rehearse Our Reading

1. We practice all we have learned so we can use it forever and ever (rehearsing their book presentations over and over, making their voices stronger and smoother every time they practice, reviewing the BIG things they want to explain).
2. We name the things we have learned about the topic so we can teach others. (When we read, we retell what happened, make predictions, reread, talk about character relationships, reread to sound like the character, show big feelings, give feedback, tell about the lesson, tell how books are the same and different.)
3. We show all we have learned by sharing and celebrating our OWN work (book recommendation performances: with their reading buddy OR a partner from another class).

### **Integrated accommodations and modifications for students with IEP’s 504s, ELLs, and gifted and talented students:**

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.

- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

**List of Core Instructional and Supplemental Materials:**

[Units of Study Online Resources](#)

Units of Study by Lucy Calkins Reading, 2015  
 Reading Strategies Book by Jennifer Serravallo

**Mentor Texts/Read Alouds:**

*Upstairs Mouse, Downstairs Mole* by: Wong Herbert Yee  
*Chrysanthemum* by: Kevin Henkes  
*A Chair For My Mother* by: Vera B. Williams  
*George and Martha One Fine Day* by: James Marshall  
*Iris and Walter and the Field Trip* by: Elissa Haden Guest  
*Mr. Putter and Tabby Drop the Ball* by: Cynthia Rylant  
*Fly Guy* by: Tedd Arnold  
*Pinky and Rex* by: James Howe  
*Magic Tree House series* by: Mary Pope Osbourne  
*Little Critter series* by: Mercer Mayer  
*Poppleton* by: Cynthia Rylant  
*Ivy and Bean* by: Annie Barrows  
*Marvin Redpost* by: Louis Sachar  
*Amber Brown* by: Paula Danzinger  
*Lilly’s Purple Plastic Purse* by: Kevin Henkes  
*Houndsley and Catina* by: James Howe  
*Ready Freddy: Tooth Trouble* by: Anne Klein  
*Amelia Bedelia*  
*Flat Stanley*

**Mentor Text for Shared Reading:**

*George and Martha One Fine Day* by: James Marshall  
 “Chums” by: Arthur Guiterman

**Interdisciplinary Connections**

Reading is a foundational skill with cross curricular ties across all content areas.

**Integration of 21st Century Skills and Life and Career Standard**

CRP1, 2, 4, 6, 8, 11

**Integration of the Technology Standard**

NJSLS.8.1

## Grade 1 Unit 5: Dramatizing Characters and Deepening Our Comprehension in Reading Clubs (Readers' Theatre)

### Stage 1: Desired Results

Reading Level Benchmark: I, J, K

Unit Goals:

- Students will convey character feelings and thoughts through expressive storytelling.
- Students will identify the important moments in stories and think more deeply about them.
- Students will identify patterns in stories and share their discoveries.

Essential Questions:

- How do readers convey character emotions through expression storytelling?
- How do readers focus on the important moments of a story?

Skills/Knowledge:

Students will be able to...

- Express character emotions through dramatic storytelling
- Identify the important moments of a story
- Use gestures to express important parts of a story

NJSLS:

RL.1.1-7, 9,10

FS.1.1-4

### Stage 2-Assessment

**Assessment:**

- Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- Summative Assessment - Reading Responses, Logs, Projects
- Benchmark Assessment - DRA, Running Records, DIBELS

### Stage 3- Learning Plan

Teaching Points:

- Readers dramatize stories through voice expression and gestures.
- Readers practice rereading stories to find the right "voice" for the character.
- Readers step into the character's' shoes to portray the character.
- Readers can take turns being the actor and the director.
- Directors can ask the actor to tr a scene in different ways.
- Readers identify the important moments of the story to dramatize.
- An audience makes predictions about a character based upon the voice and gestures of the actor/reader.

**Integrated accommodations and modifications for students with IEP's 504s, ELLs, and gifted and talented students:**

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

**List of Core Instructional and Supplemental Materials:**

Various mentor texts, and level appropriate trade books

Units of Study by Lucy Calkins Reading, 2015

Reading Strategies Book by Jennifer Serravallo

**Interdisciplinary Connections**

Reading is a foundational skill with cross curricular ties across all content areas.

**Integration of 21st Century Skills and Life and Career Standard**

CRP1, 2, 4, 6, 8, 11

**Integration of the Technology Standard**

**NJSLS.8.1**

## Pacing Guide

| <u>Unit</u> | <u>NJSLS</u>   | <u>Duration (Months)</u> |
|-------------|--|--------------------------|
| 1           | W.1.1-3<br>RL1.1-7, 9, 10<br>RI.1.1-4, 7, 10<br>RF.1.1-4<br>SL.1.1-2, 4, 6<br>L.1.1,2,4-6<br>L.1.2.d,e | September - November     |
| 2           | RI.1.1 - 10<br>RF.1.1, RF.1.4  | December - January       |
| 3           | W.1.3<br>RF.1.1-4<br>RL.1.1-4,6,7,10<br>SL.1.1-4,6<br>L.1.1,2,4,6                                      | February - March         |
| 4           | W.1.1,3,8<br>RF.1.2-4<br>RL.1.1.-46,7,9,10<br>SL.1.1,2,4,6<br>L.1.1.,2,4,6                             | April-May                |
| 5           | RL.1.1-7, 9,10<br>FS.1.1-4   | May- June                |