



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Grade 1

Unit Name: Launching Reader's Workshop

Resource: Reader's Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.

Essential Questions

- How do students develop an understanding of themselves as readers?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
IRA 1 <ul style="list-style-type: none">I can learn and follow the rituals and routines for participating in a reading community.	<ul style="list-style-type: none">Identifying text and genre features/structuresUsing schemaUsing print conceptsSpeaking to communicate	Formative <ul style="list-style-type: none">Assessment of Key Comprehension StrategiesMy Reading Log and Reflection K-2Running RecordWhere Are My	Mentor Texts <ul style="list-style-type: none"><i>Best Place to Read</i><i>Born to Read</i><i>Ice Cream: The Full Scoop</i><i>Library Mouse</i><i>Miss Smith's Incredible</i>
IRA 2 <ul style="list-style-type: none">I can identify and use text features and structures to locate and understand key information in a text.			
IRA 3			

<ul style="list-style-type: none"> I can learn and follow the rituals and routines for participating in a Reader's Workshop. <p>IRA 4</p> <ul style="list-style-type: none"> I can find a reading spot where I do my best reading and work. <p>IRA 5</p> <ul style="list-style-type: none"> I can participate in group conversations about texts. <p>IRA 6</p> <ul style="list-style-type: none"> I can use story elements to help understand what I am reading. <p>IRA 7</p> <ul style="list-style-type: none"> I can make personal connections and ask questions as I read to better understand texts. <p>IRA 8</p> <ul style="list-style-type: none"> I can use my schema of genre to comprehend fiction texts. <p>IRA 9</p> <ul style="list-style-type: none"> I can make a movie in my mind to visualize a story. <p>IRA 10</p> <ul style="list-style-type: none"> I can act out poems to enhance my understanding of the story. <p>IRA 11</p> <ul style="list-style-type: none"> I can use clues to determine the meaning of unfamiliar words. <p>IRA 12</p> <ul style="list-style-type: none"> I can use the pictures and illustrations from a text to help me better understand nonfiction. <p>ML 1</p> <ul style="list-style-type: none"> I can self-select just right texts. 	<ul style="list-style-type: none"> Listening and responding Engaging in discussion Visualizing Monitoring and self-correcting comprehension Finding word meaning Making inferences Synthesizing Questioning Determining importance Responding to text in oral and written form 	<p>Students in the Reading Process</p> <ul style="list-style-type: none"> Conferring Conference Questions Concepts of Print assessments BAS (Winter, Spring) See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> BAS (Fall, Winter, Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> BAS (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> Reader information to and/or oral response to any/all assessments. Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 1 Launching Unit 	<p>Storybook</p> <ul style="list-style-type: none"> <i>Red Strings from Treetops: A Year in Colors</i> <p>Shared Texts</p> <ul style="list-style-type: none"> <i>The Adventures of Spot</i> <i>Lost and Found</i> <i>Mr. Sticky Paws</i> <i>On the Move: An Action Rhyme</i> <i>Sharing the Wheat: A Middle Eastern Folktale</i> <i>The Sweet Smell of Books</i> <i>Watching Whales</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> <i>What Good Readers Do</i> <i>Fiction's Features</i> <i>Building on Fiction</i> <p>Student Forms</p> <ul style="list-style-type: none"> <i>The Parts of a Book: Checklist</i> <i>The Best Place to Read</i> <i>Fiction's Features</i> <i>Making Connections</i> <i>Building on Fiction</i> <i>Visualizing What I Need</i> <i>Say It With a Picture</i>
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<p>ML 2</p> <ul style="list-style-type: none"> I can discover the different component and feature of fiction, nonfiction, and poetry. <p>ML 3</p> <ul style="list-style-type: none"> I can record what I think and learn from the books I read to better understand the text. <p>ML 4</p> <ul style="list-style-type: none"> I can remember facts from a nonfiction text when I retell and share what I learned with a partner. <p>ML 5</p> <ul style="list-style-type: none"> I can practice reading stamina to build my reading strength. <p>ML 6</p> <ul style="list-style-type: none"> I can select books from different genres. 		<ul style="list-style-type: none"> Base grade on Anecdotal and observation notes 	<ul style="list-style-type: none"> My Reading Diet: Balanced Nutrition <p>Digital Texts</p> <ul style="list-style-type: none"> <i>RAZ Kids</i> <i>Storyworks</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> Leveled Libraries Reader's Binders Post-its Book Baggies Graphic Organizers Highlighters Clip Boards Chromebooks iPads A chapter book from the classroom library of older students
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NJ Student Learning Standards (2016)

Reading Standards for Literature

Key Ideas and Details

RL.1.1: Ask and answer questions about key details in a text.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3: Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Integration of Knowledge and Ideas

RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.

RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Reading Standards for Informational Text

Key Ideas and Details

RI.1.1: Ask and answer questions about key details in a text.

RI.1.2: Identify the main topic and retell key details of a text.

Craft and Structure

RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Integration of Knowledge and Ideas

RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas.

Range of Reading and Level of Text Complexity

RI.1.10: With prompting and support, read informational texts at grade level text complexity or above.

Speaking and Listening

Comprehension and Collaboration

SL.1.1: Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

Language Standards

Vocabulary Acquisition and Knowledge

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Foundational Skills

Print Concepts

RF.1.1: Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten

Phonological Awareness

RF.1.2: Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Writing Standards

Production and Distribution of Writing

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

NJSLS Technology Standards

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Interdisciplinary Connections and Activities

- Students can draw a comic book-like scene, illustrating a bad sharing strategy in one square and a correction that demonstrates a good sharing strategy in the other square. 1.1.2.D.1, CRP6.
- Have the class create a small play based on the story "Sharing the Wheat." They will need to establish what the characters are thinking in order to write brief dialogue to act out the story. Review the dialogue that's already in the story as a model. 1.1.2.C.1
- Students can act out the first poem about fall by reaching up, waltzing around, falling, and jumping into a pile as you read. 1.1.2.A.2

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP6.** Demonstrate creativity and innovation.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies <i>(Alternate Modes of Instruction and Support)</i>		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts such as Level J and up that address the same enduring understanding of the Launching Unit of Study.</p> <p>Students can make a list of rhyming words that they have found in their Reading Notebooks.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Students reread their guided reading text (a number of times) in order to practice and apply newly learned strategies.</p> <p>Point out vocabulary in illustrations.</p> <p>Access to word/picture banks to reference in tasks that require writing in the Launching unit of study</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Model Bookshopping with students.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Kindergarten Launching Reading Unit of Study.</p> <p>Text to speech/Oral reading</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the First Grade Launching Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc..</p> <p>Access to word/picture banks to reference in tasks that require reading in the First Grade Reading Launching unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the First Grade Launching Reading Unit of Study</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts:</p>

		<p><i>What Good Readers Do, Reading Workshop Checklist, Sharing Strategies, Poetry Moves Us!, Learning New Words, Just Right Books, Dig into Genre, Let's Think About It!, In My Own Words, "Watching Whales" Excerpt</i></p> <p>Suggestions: Tape or staple anchor charts into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Fundations (2015) <http://www.wilsonlanguage.com>