



BOE Approved 8/18

# Cliffside Park Public Schools

## Literacy: Grade 1

**Unit Name:** Fiction Reader’s Workshop

**Resource:** Reader’s Workshop, Schoolwide

**Duration:** 4-6 weeks

### Enduring Understanding

- Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres and aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination or explain aspects of life, culture or nature.

### Essential Question

- What do readers use in order to recognize different types and structures of fiction?

### Focus of Standards

<b>Student Outcomes:</b>	<b>Skills</b>	<b>Assessments</b>	<b>Resources</b>
<b>IRA 1</b> <ul style="list-style-type: none"> <li>• I can recognize the similarities and differences among genres and subgenres (fiction, poetry and nonfiction)</li> </ul> <b>IRA 2</b> <ul style="list-style-type: none"> <li>• I can use story elements to help understand</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying text and genre features/structures</li> <li>• Using schema</li> <li>• Using print concepts</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Assessment of Key Comprehension Strategies</li> <li>• My Reading Log</li> </ul>	<b>Mentor Texts</b> <ul style="list-style-type: none"> <li>• <i>The 3 Little Dassies</i></li> <li>• <i>Blackout</i></li> <li>• <i>The Lion and The Mouse</i></li> </ul>

<p>what I am reading.</p> <p><b>IRA 3</b></p> <ul style="list-style-type: none"> <li>I can use story elements and illustrations to make a story in my mind.</li> </ul> <p><b>IRA 4</b></p> <ul style="list-style-type: none"> <li>I can use my schema to make predictions and understand the story.</li> </ul> <p><b>IRA 5</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast stories.</li> </ul> <p><b>IRA 6</b></p> <ul style="list-style-type: none"> <li>I can describe characters in a story using key details.</li> </ul> <p><b>IRA 7</b></p> <ul style="list-style-type: none"> <li>I can make inferences about character traits using evidence from the text.</li> </ul> <p><b>IRA 8</b></p> <ul style="list-style-type: none"> <li>I can use my schema to make predictions, connections, and understand realistic fiction.</li> </ul> <p><b>ML 1</b></p> <ul style="list-style-type: none"> <li>I can use my schema of genre to comprehend fiction texts.</li> </ul> <p><b>ML 2</b></p> <ul style="list-style-type: none"> <li>I can make a movie in my mind to visualize a story.</li> </ul> <p><b>ML 3</b></p> <ul style="list-style-type: none"> <li>I can generate questions as I read to deepen</li> </ul>	<ul style="list-style-type: none"> <li>Speaking to communicate</li> <li>Listening and responding</li> <li>Engaging in discussion</li> <li>Visualizing</li> <li>Monitoring and self-correcting comprehension</li> <li>Finding word meaning</li> <li>Making inferences</li> <li>Synthesizing</li> <li>Questioning</li> <li>Determining importance</li> <li>Responding to text in oral and written form</li> </ul>	<p>and Reflection K-2</p> <ul style="list-style-type: none"> <li>Running Record</li> <li>Where Are My Students in the Reading Process?</li> <li>Conference Notes</li> <li>Fiction Grade 1 Student Performance Checklist</li> <li>Conferring</li> <li>BAS (Fall, Winter, Spring)</li> <li>See <b>Student Forms</b> for additional assessment opportunities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Where Are My Students in the Reading Process</li> <li>Grade 1 Fiction Reading Assessment – Fast and Noisy</li> <li>BAS (Spring)</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>BAS (Fall, Winter)</li> <li>Grade 1 Fiction Reading Assessment – All By Myself</li> </ul>	<ul style="list-style-type: none"> <li><i>The Mightiest</i></li> <li><i>Poppleton</i></li> <li><i>The Three Little Pigs</i></li> </ul> <p><b>Share Texts:</b></p> <ul style="list-style-type: none"> <li><i>Backyard Picnic</i></li> <li><i>Don't Eat the Gobbleberries</i></li> <li><i>The Giant Turnip</i></li> <li><i>Lights Out</i></li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li><i>RAZ Kids</i></li> <li><i>Storyworks</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li><i>Retelling the Story</i></li> <li><i>Lights, Camera, Action!</i></li> <li><i>Questions to Help If...</i></li> <li><i>My Characters are...</i></li> <li><i>Map It-Key Details</i></li> <li><i>Retelling Partner Checklist</i></li> <li><i>Book Review</i></li> <li><i>Practice Retelling a Story</i></li> <li><i>Sharing the Message</i></li> </ul> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li><i>My Characters Are...</i></li> <li><i>Practice Retelling a Story</i></li> </ul> <p><b>Classroom Library</b></p>
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<p>my understanding of a story.</p> <p><b>ML 4</b></p> <ul style="list-style-type: none"> <li>• I can use different strategies to monitor and maintain meaning.</li> </ul> <p><b>ML 5</b></p> <ul style="list-style-type: none"> <li>• I can read with fluency and expression.</li> </ul> <p><b>ML 6</b></p> <ul style="list-style-type: none"> <li>• I can make inferences about character traits using evidence from the text.</li> </ul> <p><b>ML 7</b></p> <ul style="list-style-type: none"> <li>• I can identify key points in a text to remember the most important parts.</li> </ul> <p><b>ML 8</b></p> <ul style="list-style-type: none"> <li>• I can retell a story using key details from the text.</li> </ul> <p><b>ML 9</b></p> <ul style="list-style-type: none"> <li>• I can write a retell using key details from the text.</li> </ul> <p><b>ML 10</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate an understanding of a writer's central messages and common themes.</li> </ul>		<p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Reader to relay information to student.</li> <li>• Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 1 Fiction Unit</li> <li>• Grade based on Observation and Anecdotal notes</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Leveled Libraries</li> <li>• Reader's Notebooks/Folders</li> <li>• Book Baggies</li> <li>• Graphic Organizers</li> <li>• Highlighters</li> <li>• Clip Boards</li> <li>• Chromebooks</li> <li>• iPads</li> <li>• Chart Paper</li> <li>• Sticky Notes</li> </ul> <p><b>Word Study, Spelling, and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Wilson Foundations</li> </ul>
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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:** Identify who is telling the story at various points in a text.

**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.

**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.

**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.

**Language Standards**

**Vocabulary Acquisition and Usage**

**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 Nibblet because she nibbles too much because she likes that).

**Foundational Skills**

**Print Concepts**

**RF.1.1:** Demonstrate understanding of the organization and basic features of print.

**Phonics and Word Recognition**

**RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

**Writing Standards**

**Text Types and Purposes**

**W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**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 retell and perform familiar tales such as *The Three Little Pigs*, *Goldilocks and the Three Bears*, *Little Red Riding Hood*, *The Gingerbread Man*, and *Cinderella*. 1.1.2.C.3, L.1.5, CRP6, SL.1.1

**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****(Alternate Modes of Instruction and Support)**

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Higher level texts such as Level J and up that address the same enduring understanding of the Fiction Unit of Study.</p> <p>Students will read different versions of the story, "The Three Little Pigs" With assistance they can lead groups in acting out each version.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; 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</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 Nonfiction Reading Unit of Study.</p> <p>Text to speech/Oral reading</p>

<p>Have students write a short review about which folktale they like best.</p> <p>Have students read familiar tales and/or leveled fiction texts and place sticky notes on pages that provide evidence of a specific character trait. Instruct students to write one word from the list to describe the trait that they feel is revealed by what the character says or does.</p>	<p>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 Fiction unit of study</p> <p><b>Native Language Supports</b> (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Graphic organizers done orally with the students, or have partly filled in for better of understanding of expectations.</p> <p>Utilize the adapted version of <i>Revise and Take Another Look</i> Checklist.</p> <p>*Also See At Risk/504 Modifications</p>	<p><b>Supply Students with Graphic Organizers:</b>  Use First Grade graphic organizers from Fiction Reading Unit of Study with some of the information partially completed by the teacher, i.e.  Venn Diagram: <i>Fiction Story Books &amp; Informational Books</i>, Venn Diagram: <i>Comparing two Tales Character Web</i>, <i>Teacher Reference Character Web</i>, <i>Use Your Voice</i>, <i>The Mightiest</i>, <i>Use Your Voice</i>,</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the First Grade Fiction 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 Fiction unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the First Grade Fiction 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><b>Supply Students with Anchor Charts:</b> (Paste or staple into student notebooks for easy reference)  Venn Diagram: <i>Fiction Story Books &amp; Informational Books</i>, <i>Elements of Traditional Tales</i>, <i>Elements of Fiction</i>, <i>Retelling The Lion and the Mouse</i>, <i>Transition Words and Phrases</i>, <i>Comparing two Tales</i>, <i>Lessons We Have Learned</i>, <i>Words to Describe My Movie</i>, <i>Difficult Words in the "Three Little Pigs"</i>, <i>We Can</i></p>
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		<i>Figure it Out, Opposite Character Traits, Retelling a Story, Common Themes and Messages,</i>  *Also See ELL Modification
<b>Sources:</b> New Jersey Student Learning Standards (2016) <a href="http://www.state.nj.us/education/cccs/2016/ela/k.pdf">http://www.state.nj.us/education/cccs/2016/ela/k.pdf</a> New Jersey Student Learning Standards: Technology (2014) <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a> Career Ready Practices (2014) <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a> Schoolwide Inc. (2013) <a href="http://www.schoolwide.com/">http://www.schoolwide.com/</a> Wilson Foundations (2015) <a href="http://www.wilsonlanguage.com">http://www.wilsonlanguage.com</a>		