|  |
| --- |
| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 1Launching Reading Workshop  |
| **Grade Level:**1 |
| **Duration:**Trimester 1  |
| **Description:**In this unit, students will be introduced to reading workshop and become a community of readers. Students will learn the routines and habits of independent readers. Students will develop strategies to take care of books. Students will begin to read both independently and with reading partners. |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Routines
* Book handling
* Accountable talk
* Preview books
* Reading with stamina
* Independent reading
* Partner reading

**Understandings:** * Readers will learn the routines and habits of Reading Workshop.
* Readers will become a community of readers.
* Readers will develop strategies to talk about books.
* Readers will read with increasing stamina.
* Readers will read both independently and with reading partners.
 |
| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** RF 1.1Demonstrate understanding of the organization and basic features of print.
* RF 1.1aRecognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
* RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
* RF 1.2aDistinguish long from short vowel sounds in spoken single-syllable words.
* RF 1.2bOrally produce single-syllable words by blending sounds (phonemes), including consonant blends.
* RF 1.2cIsolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
* RF 1.2dSegment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
* RF 1.3Know and apply grade-level phonics and word analysis skills in decoding words.
* RF 1.3aKnow the spelling-sound correspondences for common consonant digraphs.
* RF 1.3bDecode regularly spelled one-syllable words.
* RL 1.1Ask and answer questions about key details in a text.
* RL 1.2Retell stories, including key details, and demonstrate understanding of their central message or lesson.
* RL 1.3Describe characters, settings, and major events in a story, using key details
* RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
* SL1.2Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
* SL1.3Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
* SL1.4Describe 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

* [W.1.5](http://www.corestandards.org/ELA-Literacy/W/1/5/) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
* 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

*Social Studies:** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
* 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
* 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

*Career Readiness Practices* * Act as a responsible and contributing community members and employee
* Model integrity, ethical leadership, and effective management
* Use technology to enhance productivity increase collaboration and communicate effectively

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness

**Computer Science: Computing Systems*** 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**Computer Science: Interaction of Technology and Humans*** 8.2.2.ITH.3: Identify how technology impacts or improves life.

**Life Literacies and Key Skills: Technology Literacy*** 9.4.2.TL.2: Create a document using a word processing application

**Life Literacies and Key Skills: Global and Cultural Awareness*** 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.

**Life Literacies and Key Skills: Creativity and Innovation*** 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 |
| **Essential Questions** |
| * What is reading workshop?
* What does reading workshop look like and sound like?
* How do readers read independently?
* How do readers read with reading partners?
* How do readers take care of books?
 |
| **Student Learning Objectives** |
| ***Students will …*** * Follow the routines and habits of reading workshop
* Develop strategies to talk about books
* Read independently and with reading partners
* Learn how to take care of books
 |
| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **What is Reading Workshop?**

- Reading Workshop is a timewhen we learn how to become a community of readers. It is a time when the teacher teaches reading strategies and readers learn to read all by themselves and with reading partners.  * **Readers develop into a classroom community.**

     - Share favorites: books, characters, settings, people to read with, etc. (record on chart paper).  * **Readers come to the carpet for mini-lessons.**

      - Establish a routine for easy transition to the carpet.  * **Readers learn the procedures during a mini lesson.**

- Model the difference between teacher talk time and student talk time. * **Readers think about the different jobs of the teacher and students during reading workshop.**

- Explain how the job of the students is to listen and learn during the mini lesson and the teacher's job is to teach. During reading time, the student's job is to read, and the teacher's job is to work with students. * **Readers think about what reading workshop looks like and sounds like.**

 - Discuss what reader's workshop looks and sounds like.  * **Readers know that reading workshop has a time for independent reading and a time to read with reading partners.**

 **-** Model how readers first read by themselves during independent reading time, then with a partner during partner time.  * **Readers *turn and talk* with reading partners.**

        - Model with a partnership how readers turn and talk by sitting knee to knee, making eye contact, and taking turns talking. * **Readers take a sneak peak of books before reading.**

- Look at the cover / illustrations and make predictions about the story. (Building Good Reading Habits, pg. 2-4)* **Readers select books from a book basket on their table / desk area.**

 **-** Model how students choose a book of interest from a book basket filled with various high interest books and familiar characters. (Building Good Reading Habits, pg. 5)* **Readers use all of their reading time to read; they choose another book to read when they are finished with the first book from the table book basket.**

- Show how students select a second book from the basket after finishing the first book. When students return the book to the basket, they make sure they carefully put it back and the cover is facing the front. (Building Good Reading Habits, pg. 5)* **Reading partners take turns choosing who picks a book first and read with one book between them so both readers can see the book.**

- Model with a partnership how students sit hip to hip and share one book between them. (Building Good Reading Habits, pg. 6)* **Readers DO something at the end of a book; they find their favorite part.**

    - Model how readers find their favorite part and talk about why it is their favorite.       (Building Good Reading Habits, pg. 8-11)  * **Readers DO something at the end of a book; they go back and reread their favorite books.**

  - Model how readers go back and find the favorite book they already read out of the book bin and go back and reread it.                             (Building Good Reading Habits, pg. 8-11)  * **Readers DO something at the end of a book; they go back retell.**

      - Model how readers think back over the parts, using the pictures to retell what happened in the story.      (Building Good Reading Habits, pg. 8-11)  * **Readers get stronger by reading more.**

- Strive to get stronger at reading; books can help strengthen reading muscles. (Building Good Reading Habits, pg. 16-18)  * **Readers celebrate all the good habits readers have developed in this unit.**

     - Create / review an anchor chart with all of the good habits learned throughout the unit and celebrate the progress made.  (Building Good Habits, pg. 88-90) ***Strategies for Differentiated Instruction:******English Language Learners (ELL):**** Add pictures to class charts to help students with meaning.
* Pre-teach any new vocabulary and use picture cards if possible.
* Conduct small groups to engage students in conversation and read alouds.

***Special Education:*** * Review previously learned skills prior to introducing new skills.
* Differentiate the lesson by process, product, or content, depending on the students’ needs.
* Conduct smaller groups for concentrated instruction on targeted skills.

***At-risk:*** * Pre-teach skills to students in small groups to introduce new reading skills before the whole class lessons.
* Provide an alphabet chart to help students with letters and sounds.
* Create class charts with pictures and reminders of what to do during reading workshop.

***Gifted and Talented (G & T):*** * Provide students the opportunity to acquire higher-level reading skills in a small group.
* Have student share their book with a reading buddy and retell what they read or discuss what they have learned.
 |
| **Materials** |
| **Materials:** * Building Good Reading Habits
* Leveled library
* Book Bags / boxes
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Suggested** **Mentor Texts:** * Ollie the Stomper, by Olivier Dunrea
* Ish, by Peter H. Reynolds
* All are Welcome by Alexandra Penfold (Diversity)
* How Rocket Learned to Read by Tad Hills
 |
| **Assessments** |
| Formative:* Skills checklists
* Rubrics
* Teacher observations
* Teacher created tests
* Read Works Comprehension Assessment
* District created assessments

Summative:* Teacher’s College Independent Reading Level Assessment (IRLA) as needed
* Teacher’s College High Frequency Word Assessment
* Fundations Unit Assessment
 |
| **Modifications** |
| **English Language Learners*** + Charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need, guided reading groups)
	+ Pre-teach vocabulary
	+ Retell parts of your favorite story by pictures, written responses, or both
	+ Provide students with pictures from the story and have them put the pictures in the correct order
	+ Raz Kids / Storia
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct order
* Raz Kids/ Storia
* Partner reading
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct sequence
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
 |
| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
	+ Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors
 |