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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 2 Word Detectives |
| **Grade Level:**1 |
| **Duration:**Trimester 1  |
| **Description:**In this unit, students will become word detectives. The students will be introduced to a variety of word-solving skills and print strategies. Throughout the unit, children will also develop their fluency skills. |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Choose just-right books
* Partner reading
* Activate schema
* Tracking print
* Self-correcting
* Monitoring for sense
* Print strategies
* Snap words
* Retelling
* Fluency

**Understandings:** * Readers will understand how and why to independently choose just right books.
* Readers will learn book shopping routines.
* Readers will read both independently and with reading partners.
* Readers will preview each page to activate schema before reading the words.
* Readers will use visual information to monitor their reading.
* Readers will solve words using various print strategies.
* Readers will use snap words as clues and turn new words into snap words.
* Readers will reread the text to build fluency.
* Readers will retell story elements to build comprehension.
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| **Learning Targets**  |
| *Connecting literacy with additional content areas. The standards below will be addressed within this unit.** 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.
* 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.
* 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 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally

**Interaction of Technology and Humans*** 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

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

**Life Literacies: Critical thinking and Problem Solving:*** 9.4.2.CT.3: Use a variety of types of thinking to solve problems

**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.
* 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
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| **Essential Questions** |
| * How do readers choose just right books?
* How do readers read bothindependently and with reading partners?
* How do readers solve new words when reading?
* How do readers increase their fluency?
* How do readers build upon their comprehension skills?
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| **Student Learning Objectives** |
| ***Students will …*** * Choose just right books independently
* Learn strategies to read with a reading partner
* Develop a repertoire of print strategies
* Monitor for sense as they read
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers choose just right books.**

**-** Model how readers choose just right books; books that are not too hard or not too easy. * **Readers learn why they select just right books.**

            - Explain how proper book selection supports enjoyable independent reading; readers find books that they are interested in and make them feel good as a reader.* **Readers shop for just right books.**

- Model the routines for book shopping; students go book shopping once a week and choose enough books for the week (5 – 8 books).  Readers only choose books during book shopping time, not reading time.   The students will choose books out of the leveled libraries based on the teacher's assessment.* **Readers keep their just right books in a book bag**.

     - Demonstrate how readers carefully take care of their books and keep them in a book bag.* **Readers investigate what makes a good reading partner**.

            - Show readers how they read all by themselves during independent reading time and with reading partners during partner reading time.  Investigate and demonstrate the qualities of a good reading partnership relationship.  (Word Detectives, pg. 32-37) * **Readers work in same-level partnerships.**

**-**Model how readers strengthen their repertoire of reading strategies by applying them as a team.  Readers choose one book to read together and keep the book between them so both partners can see the book.* **Readers read with a partner by echo reading.**

**-**Demonstrate how readers take turns choosing a book to read together during partner reading time and the first partner reads a page and the second partner echoes.* **Readers read with a partner by see saw reading.**

           - Demonstrate how readers take turns reading each page in the same book; one partner reads one page, then the other partner reads the next page.* **Readers read with a partner by choral reading.**

**-**Demonstrate how readers read a book together by choral reading (reading it in unison at the same time page by page).* **Readers introduce a book to each other.**

    - Explain how to give a book introduction and introduce meaningful partner conversation. (Building Good Reading Habits, pg. 74-78)* **Readers carefully track print by pointing under each word.**

      - Model how readers point under each word, not over or on top of each word, tracking print with their fingers and their eyes.  * **Readers use visual information to monitor their reading.**

     - Demonstrate the way you look over the page (pictures and words) before attempting to read the words. (Building Good Reading Habits, pg. 38-43)* **Readers don't tell, they help.**

    - Practice how readers help other readers tackle tricky words in books; they don't just give the word to their reading partner.  (Building Good Reading Habits, pg. 79-81)* **Readers are word detectives.**

     - Teach that word detectives notice tough words as they read; prompt partners to work together to solve it. (Word Detectives, pg. 2-9)* **Readers look closely at words to get clues.**

      - Look across the whole word, from start to end, to solve it. Refer to tapping out strategies from phonics.   (Word Detectives, pg. 10-13) * **Readers decide what word comes next in a text**.

           - Practice word-solving skills by playing a game "Guess the Covered Word".  (Word Detectives, pg. 38-39)* **Readers use everything they know to solve hard words**.

       - Review good habits for solving hard words: *check the picture, look at all the parts of the word, get a running start, check/double-check it,*and *try it two ways.*(*Word Detectives*, pg. 38-39)* **Readers identify sight (snap) words in a text.**

-Model how readers find sight words in their books; these are words that are on the word wall and are not sounded out.   Move from isolated sight word practice to recognizing and reading sight words in a text. (Word Detectives, pg. 42-45)* **Readers** **use snap words as clues to think about what makes sense.**

   - Model how snap words help readers gain contextual understanding. (Word Detective*s*, pg.50-53)* **Readers turn new words into snap words**.

    - Demonstrate how to make a new word into a snap word: glue your eyes to the word, read it aloud, spell it out loud, and write it. (Word Detectives, pg.65-68)* **Readers become word collectors**.

 - Read aloud an excerpt from Donovan's Word Jar*.*Explain how the character collects and shares words. Suggest that students share their words with their classmates. (Word Detectives, pg.65-66)* **Readers celebrate all the strategies they acquired as word detectives in this unit.**

**-**Create / review an anchor chart with the strategies learned throughout the unit and celebrate the progress made.  (Word Detectives, pg. 126-130)***Strategies for Differentiated Instruction:*****English Language Learner (ELL):** * Provide ELL with picture cards and letter cards.
* Teach students how to look at the pictures and tell a story.
* Provide students with sight words cards, approximately 2-3 words/week.

**Special Education:*** Provide students with a reference sheet for letter sound and sight words.
* Use the IRLA to help determine the students’ strengths and what skill you need to teach into.
* Work in small groups with a leveled book to practice reading strategies (cover all but first letter of the word and look at picture).

**At-risk:*** Provide students with a reference sheet for letter sounds as well as sight word cards to practice daily.
* Check in with students multiple times throughout the week and build upon their strengths in reading while working on any difficulties.
* Use the IRLA to help determine what assistance the student needs.

**G & T:*** Provide students who are above-level with the appropriate books and activities that can challenge their thinking.
* Reinforce vocabulary and sounds the student has not yet mastered.
* Practice reading strategies in above-level text.
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| **Materials** |
| **Materials:*** Word Detectives
* 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

**Mentor Texts:** * A Country Mouse and a Town Mouse by Ruth Mattison
* Lost Socks by Dawn McMillan
* Nate the Great by Marjorie Weinman Sharmat
* The Birthday Boy by Debbie Croft
* One Love by Cedella Marley (Diversity)
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| **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
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| **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
	+ Think-pair-share
	+ Sentence frames
 | **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
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| **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
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