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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. | | | | |
| **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 | | |
| **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? | | | | |
| **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 | | | | |
| **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. | | | | |
| **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) | | | | |
| **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   + 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 |
| **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 | | | | |