

Multilingual Learner Reading

Curriculum Grade 1

NEPTUNE CITY SCHOOL DISTRICT

Multilingual Learner Reading

Curriculum

Grade 1



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune City School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

April 1, 2025

Document *

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Acknowledgements

Neptune City School District is dedicated to preparing our students with the skills and knowledge necessary to be effective contributors and active participants of the 21st century. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to think critically and are effective communicators.

The curriculum developers recognize that students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

NEPTUNE CITY SCHOOL DISTRICT DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

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Educational Outcome Goals

The students in the Neptune City schools will become lifelong learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

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INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

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About the Multilingual Learner Program/Curriculum:

Multilingual Learner Program

The Neptune City Multilingual Learner Program is a developmental English language program that teaches oral comprehension, speaking, reading, and writing using second language teaching techniques. English Language Learners will develop both social and academic language skills in English. MLL/Bilingual instruction will be provided to students whose WIDA Screener and/or WIDA ACCESS 2.0 test scores fall below the proficiency level of 4.5 on the WIDA Proficiency Scale.

Program Entry and Exit Criteria

All new students registering in the district whose native language is other than English must be assessed for appropriate placement in either the general education program or the Multilingual Learner program. Neptune City schools uses multiple indicators, as specified in code NJAC 6A: 15-1.3 (c) and 6A:15-1.10 (b) to determine which students need to be enrolled in the Multilingual Learner program and which students can function independently in a monolingual English classroom. These indicators are used for both identification of English language learners and for determining readiness to exit from the MLL services.

As recommended by the New Jersey Department of Education the following procedures are followed:

1. Identification of the student's first language and the family's use of the language from parental or guardian input on the home language survey that is completed during registration. Completion of a review of multiple measures via student records will be conducted if necessary.
2. English-language proficiency assessment by means of a New Jersey Department of Education approved test (WIDA Screener) in English is used to determine appropriate placement based on NJDOE established norms for each grade level.
3. Based on the above criteria, initial placement of the student in the MLL or Bilingual program is determined through the administration of the WIDA Screener. The MLL teacher uses these test results as they relate to the WIDA proficiency levels and Can Do Descriptors to determine program placement.
4. Students determined to be English Language Learners can then exit the program by scoring a 4.5 or higher on the WIDA ACCESS 2.0 test and a committee review.

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Curriculum: Alignment to WIDA

The purpose of a Multilingual Learner curriculum is to provide a bridge for the students within the program to the general education curriculum thereby enabling them to participate in the educational mainstream classrooms. The students are learning the English language while at the same time learning the skills being taught in the mainstream classroom. The core content is the same with modifications, supports, and differentiation to enable every student the ability to learn. The crucial difference lies in the delivery of the lesson through the accommodations made in lesson planning, pacing, and presentation.

The Neptune City Multilingual Learner curriculum is aligned to the WIDA English Language Development Standards (2020) and the philosophy behind the standards is woven into the curriculum. The WIDA English Language Development Standards (2020) are aligned to the New Jersey Student Learning Standards.

WIDA English Language Development Standards (2020) -

WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Methods and Techniques

Using this curriculum as a guide, the MLL/Bilingual teacher, in the role of decision maker, selects

the specific method or technique best suited to achieve a particular objective. The teacher uses an eclectic combination of methods and techniques, drawing on his/her experience, knowledge, and resources of teaching and learning while responding to the language, academic, social and emotional needs of each student. The teacher must accommodate and modify the language proficiency levels of the students and adjust as the student's language proficiency changes throughout the school year. MLL/Bilingual teachers are sensitive to the academic and cultural backgrounds of each student, so that lessons and teaching methods are student centered and based on each student's individual language, academic, social, and emotional developmental needs.

Sheltered English Instruction

The Neptune City MLL/Bilingual teachers use the teaching methods inspired by the SIOP Model. SIOP is an instructional framework in which teachers use effective instructional approaches, including cooperative learning and differentiated instruction, to support both content and English language instruction. SIOP is derived from Sheltered Instruction (SI), which is an approach for teaching grade level content to English learners in ways that make the content understandable to the student by meeting the student at their level. Teachers scaffold instruction to aid in student comprehension and understanding of content topics and objectives by adjusting their speech and instructional tasks. The SIOP approach enables students to access the necessary academic vocabulary and build background knowledge to meet the objectives of the mainstream class according to their language ability.

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Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use an online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

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Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose – e.g. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered

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- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular

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elements.

- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Instructional Strategies for Multilingual Learners - Grade 1

- ELL scaffolds include using pictures to accompany words, defining words in context, checking on student understanding of word meanings through questioning, and demonstrating and modeling followed by group practice.
- Provide directions orally and use diagrams or pictures to make directions comprehensible, have students repeat directions.
- Use graphic organizers.
- Create a vocabulary word wall, with pictures (if possible).
- Use realia and manipulatives to introduce new concepts.
- Provide independent reading level texts. Books can be sent home in the student's home language.
- Engage students in the same tasks assigned to grade-level peers, diminishing scaffolding and support.
- Use verbal scaffolding by restating student responses to model correct English usage and grammar.
- Pre-teach or preview vocabulary, or present vocabulary thematically, when possible. It helps children make associations between words and scaffolds students' learning.
- Read-alouds that include explanations of targeted vocabulary can support word learning.
- Sound Map- Beginning sounds of all the letters (Pictures are the same in Spanish)
- Use Can Do Descriptors to scaffold language, alter materials and to adjust requirements
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts

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through multi sensory forms such as with body language, intonation

- Check for understanding with more frequency
- Use nonverbal clues, such as gestures, pictures, or role playing to determine whether children understand the context before they begin work.
- Encourage children to use nonverbal representations to express their thinking.
- Math Strategies for ELLs- <http://everydaymath.uchicago.edu/teachers/>
- Provide Scaffolds to Support ELLs' Understanding of Math Problems- Simplify the language of the math problem. Have students practice picking out key words and talk about what they mean using highlighters.
- Pre Teach Math Vocabulary -Previewing and pre teaching new math vocabulary words is an important scaffold necessary to help ELLs understand mathematical concepts.
- Use math visual aids to accompany oral problem statements to scaffold them.
- Scaffold the language of number stories by using contexts that are closely related to common classroom experiences.
- Encourage use of sentence frames to aid with student responses.
- Allow students to nonverbally show their strategies on math graphs or manipulatives.
- Have students point to the symbols in number sentences as they are named.

Note: Instruction is translated in Spanish (as needed) in the Elementary Bilingual Program.

Consider the Language Functions and Sample Language Features when planning lessons as they indicate desired outcomes.

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Unit Plan Title	Unit 1: Building Good Reading Habits
Suggested Time Frame	September/October

Overview / Rationale

This unit, like many others in the series, is organized into three bends (parts). The first bend reminds readers to call on familiar habits at the beginning, in the middle and at the end of a book. The second rallies readers to draw on all that they know in order to work hard to solve tricky words, and the third channels readers to draw on their growing repertoire of ways to read with partners.

This unit reminds readers to call on familiar habits at the beginning, in the middle and at the end of a book. It rallies readers to draw on all that they know in order to work hard to solve tricky words, and to draw on their growing repertoire of ways to read with partners.

Stage 1 – Desired Results

WIDA Standards 2020:

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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

RL.PP.1.5. Identify who is telling the story at various points in a text.

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RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

New Jersey Student Learning Standards - English Language Arts (2016)

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.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

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

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.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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

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

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.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

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

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

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

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Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

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.

Essential Questions: How do readers make sense of the words on the page? ● How do readers push themselves to read more? ● How do readers share books? ● How do readers use letters and sounds to help them tackle hard words? ● What do readers think before and while they are reading?

- How do stories help our minds?
- How do we gain information from texts?
- Who are the characters in the story?
- Which characters do you identify with?
- How are the fairy tales the same/different?
- What is the sequence of events in the stories?
- How can the ending be different?

Enduring Understandings: Readers envision as they read. ● Readers preview the text before reading. ● Readers reread to make their voices smoother and to develop new understandings about the text. ● Readers talk about and share ideas about books with partners.

Students will understand that...

- Working and talking with partners helps us to learn.
- Letters have symbols and sounds that create words for reading and writing.
- Stories provide opportunities for listening and remembering.
- There are different rules for each activity that should be followed.
- They have ways to manage their emotions.

Knowledge: Readers visualize as they read, creating mental images. **Skills:** Students will be able to.... ● They align the images in their minds with the words on the page. ● Readers preview the text before diving in. ● They reread to enhance fluency. ● Readers engage in discussions and exchange ideas about books with peers.

Students will know...

- Phonemic and phonological awareness
- Emergent word recognition skills
- Early Fluency(One to one correspondence)

Skills:

Students will be able to... ● Preview text before reading. ● Reread text and discuss with others Track words with their eyes and scoop up words. ● Look at all parts of the word.

- Identify sounds.
- Recognize their own name and some letters.
- Visualize and logically retell a story.
- Draw and write a response to specific part of a story.
- Sustain meaningful dramatic play in the center.
- Make text-text connections.

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<ul style="list-style-type: none"> • How to expand comprehension skills in response to a text • Early writing skills • How to retell stories • Important characters from the stories • Sounds on the sound map (consonants and vowels) 	<ul style="list-style-type: none"> • Answer questions and discuss a variety of topics. • Use the sound map to find sounds/letters for use in scaffolded writing. • Participate in activities that practice self regulation. • Talk to a buddy about their emotions and ways to solve problems.
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Student Resources

Students read diverse books or texts from various genres.

Teacher Resources

Units of Study for Teaching Reading by Lucy Calkins

- *Building Good Reading Habits* by Lucy Calkins and Elizabeth Franco

www.heinemann.com

<https://readingandwritingproject.org/>

Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

Can Do Descriptors Grade 1

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

WIDA English Language Development Standards Framework, 2020 Edition

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Go-TO Strategies for ELLs

Go-TO Strategies for ELLs.pdf

<https://drive.google.com/file/d/1r8NFIkl6YQHDJcoG7tewEoXsIKP79dk3/view>

Units of Study for Teaching Reading by Lucy Calkins, 2015, ISBN-13: 978-0-325-07703-1

- *Building Good Reading Habits* by Lucy Calkins and Elizabeth Franco;

www.heinemann.com

Engagement Inventory.pdf

<https://drive.google.com/file/d/1P5QJ3J5a3cmf9mNfnI3avkqNV4BWIqf9/view>

Imagine Learning- <https://www.imaginelearning.com/>

ACCESS for ELLs Practice Test- <https://wida.wisc.edu/assess/access/preparing-students/practice>

To access the following resource you must have an account. Please contact the Supervisor of Humanities and MLL/Bilingual K-12 for account information.

Reading Eggs-<https://readingeggs.com/>

Raz-Plus- <https://www.raz-plus.com/>

Create a free account for the following resources:

Newsela- <https://newsela.com/>

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ReadWorks- <https://www.readworks.org/>

Epic! <https://www.getepic.com/>

Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlwgFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Ollie the Stomper by Olivier Dunrea

Gossie & Gertie by Olivier Dunrea

Ish by Peter H. Reynolds

Stage 2 – Assessment Evidence

Formative Assessments

- DRA (Developmental Reading Assessment)
- Running Records
- Conference Notes
- Small Group Observations
- Engagement Inventory
- Reading Interest Survey

Summative Assessment - DRA2: Benchmark Level 4/C

- End of Unit Assessment

Stage 3 – Learning Plan

Multilingual Learner Reading Comprehension Strategies:

Reading Comprehension Strategies for English Language Learners | Colorín Colorado -

<https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

I. Build background knowledge

Draw on students' existing knowledge- Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class.

Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.

Take students on a "tour of the text"- At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries.

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Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be useful.

Use a "picture-walk"- This strategy can be used for fiction or non-fiction books. "Walk through" the book with the students, pointing out pictures, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may be related to the story or content.

Use outlines to scaffold comprehension- Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read.

II. Teach vocabulary explicitly

Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").

Use a "picture-walk" for vocabulary- Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give student practice with new words- Ensure that your students can:

- Define a word
- Recognize when to use that word
- Understand multiple meanings (such as the word "party")
- Decode and spell that word

Incorporate new words into discussions and activities- For students to really know a word, they must use it — or they will lose it. Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

III. Check comprehension frequently

Use informal comprehension checks- To test students' ability to sequence material, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

No matter what the proficiency level of the student, ask questions that require higher-level thinking- To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as:

- What ideas can you add to...?
- Do you agree? Why or why not?

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- What might happen if...?
- How do you think she felt...?

Use graphic organizers- Graphic organizers allow ELLs to organize information and ideas efficiently without using a lot of language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines.

Provide students lots of different ways to "show what they know"- Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.

Summarize- Ask students to use the following strategies to summarize what they have read (orally or in writing):

- Retell what you read, but keep it short.
- Include only important information.
- Leave out less important details.
- Use key words from the text.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

Guided Reading Groups are conducted every day (10-15 minutes per group).

- Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.
- Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

- Choose instructional level text that is appropriate for the genre of study.
- For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--Lfn2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template - https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDvo7kvSl64_rHVwxV64bM/edit?tab=t.0

Note: When conducting guided reading groups, students can use Reading Eggs at the beginning of the year as they work towards reading expectations.

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Getting Ready: Please read pgs. xii-xiv in advance (Building Good Reading Habits by Lucy Calkins and Elizabeth Franco), to prepare for the unit. During the first part of the unit as you establish routines/expectations, be sure to use the engagement inventory to guide next steps for reading expectations. Engagement Inventory.pdf

<https://drive.google.com/file/d/1P5OJ3J5a3cmf9mNfnI3avkqNV4BWIqf9/view>

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.

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Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.

During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-m/edit

Note: The Read Aloud at the end of this unit is in addition to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time outside of the reading block.

Part 1-Habits for Reading Long and Strong-Approximately 9 Days

Standards:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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

Mentor Text- Ollie the Stomper by Olivier Dunrea, Gossie & Gertie by Olivier Dunrea

Recommendation- Display on SMART Board so students can view as you read and model the mini-lessons.

Teacher Objective: You will teach students to retell events in a story and describe the characters, settings, and major events using key details.

Lesson-Session 1 pg. 2 - Readers Take a Sneak Peek to Get Ready to Read

You will teach children that readers get their minds ready to read by previewing the text before diving into the work of reading the words.

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Lesson-Session 2 pg. 8 - Readers Do Something at the End of a Book

You will teach children that readers don't just push aside a book the moment they finish reading it. Instead, they do something - reread, think back, or talk about it with others.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 5.2 pg. 166) Say What's Most Essential

- Strategy- Name the main character (s). Say where the story takes place. Say one sentence for the beginning of the story. Say one sentence for the middle of the story. Say one sentence for the end of the story.

Lesson-Session 3 pg. 16 - Readers Get Stronger by Reading More and More

You will teach children that readers continually strive to get stronger at reading and that reading more and more books can help strengthen their reading muscles.

Lesson-Session 5 pg. 25 - Readers Reread to Make Their Reading Voices Smoother

You could teach students that readers are in the habit of rereading, and when they do this their reading voices become much smoother.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 4.1 pg. 133) Reread for Fluency

- Strategy-When you have to slow way down-to figure out a word, to check your understanding, because you found your phrasing was awkward, go back to the beginning of the sentence and reread. This time, read the words automatically, pause in places that make sense, and make your voice match the meaning.

Lesson-Session 6 pg. 28 - Readers Track with Their Eyes and Scoop Up More Words

You will teach your students that readers read with their eyes instead of their fingers, out of habit. Readers also practice scooping up more words at a time with their eyes, reading in phrases, instead of word by word.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 4.8 pg. 140) Scoop Up Words To Read in Phrases

- Strategy- Instead of reading word by word, try to scoop up a few words at a time. Read all the words in one scoop together, before pausing. Then scoop up the next few words.

Lesson-Session 7 pg. 34 - When Readers Reread, They See More!

You could introduce book baggies and teach children that when they reread, new details emerge and new understandings develop. Readers do this every time they read. It's a habit!

Part 2- Habits for Tackling Even the Hardest Words- Approximately 13 Days

Standards:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Teacher Objective:You will teach students how to decode words.

Lesson-Session 9 pg. 44 - Drop Bad Habits! Pick Up Good Habits!

You will teach readers to acknowledge their bad reading habits so they can drop them and to remember to use the good habits they've learned for solving tricky words.

- Note: Guided Reading should be happening by session 9. See pg. 48.

Lesson-Session 10 pg. 51 - Readers Look at All Parts of a Word

You will teach readers that it's not enough to check the beginning of a word. Readers need to look at all the parts of a word to figure it out.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 3.2 pg. 100) Check the Beginning, Middle and End

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● Strategy- Check the beginning of the word, sliding the sounds together. Check the middle of the word, sliding the sounds together. Check the end of the word, sliding the sounds together. Say the whole word, blending the beginning, middle, and end. Check to make sure the word you read makes sense and sounds right.

Lesson-Session 12 pg. 59 - Readers Double-Check Their Reading

You will teach students that readers double-check to be sure that what they're reading makes sense and looks right.

Lesson-Session 14 pg. 69 - Try It Two Ways!

You could help students use what they know about letters and sounds, particularly vowels, to solve vowels - trying sounds two ways.

Lesson-Session 18 pg. 88 - Readers Celebrate and Set New Goals

You will celebrate all the good habits readers have developed, and help partners work together to set goals for the year ahead.

The following lessons are to be taught after Session 18.

Read-Aloud and Shared Reading pg. 93

(Building Good Reading Habits by Lucy Calkins and Elizabeth Franco)

You will expose students to richer literature than the books they are likely reading independently.

You will use the suggested picture books or choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Read Aloud- Choose a Picture Book with an Engaging Storyline

Suggested Ish by Peter H. Reynolds

Lesson- Session 1- Page. 94-95

Focus:

- Book Introduction and Sneak Peak - Students make predictions.
- Readers Talk About Books
- Retelling Key Details

Lesson- Session 2- Pg. 98

Focus:

- Re-Reading with a New Lens - Students look out for details they missed.
- Determine Central Message - Students participate in a whole-class discussion about the important lesson the author wants them to learn.

Shared Reading- (5 Days)

Text- Ollie the Stomper by Olivier Dunrea

Standards:

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Lesson 1- Using Meaning and Syntax, and Visuals to Solve Tricky Words

Focus:

- Rally Readers to say, "We are strong readers!"
- Build a classroom community around reading.
- Remind students of some of the basic word-solving skills.

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Note: Focus on letters, sounds, and blending the sounds to make words.

Lesson 2- Cross-Checking Sources of Information

Focus:

- Read for comprehension.
- Develop more fluency.

Lesson 3- Word Study

Focus:

- Build a high-frequency word vocabulary.
- Study phonics.
- Grow new vocabulary.
- Connect what we know about words to our reading.
- Reread texts with more word automaticity and fluency.

Lesson 4- Fluency

Focus:

- Read with Fluency.
- Draw attention to different types of end punctuation marks.
- Read for meaning.

Day 5- Putting It All Together

- Read for comprehension focusing on basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

NC Reading Learning Plan

Session 1 - Readers Take a Sneak Peek to Get Ready to Read

You will teach children that readers get their minds ready to read by previewing the text before diving into the work of reading the words.

Session 2 - Readers Do *Something* at the End of a Book

You will teach children that readers don't just push aside a book the moment they finish reading it. Instead, they do something - reread, think back, or talk about it with others.

Session 3 - Readers Get Stronger by Reading More and More

You will teach children that readers continually strive to get stronger at reading and that reading more and more books can help strengthen their reading muscles.

Session 4 - Readers Set Goals to Read All Day Long

You could teach children that readers don't need reminders to push themselves to read more. They do this not only during the reading workshop; they make a habit of reading more and more all day long.

Session 5 - Readers Reread to Make Their Reading Voices Smoother

You could teach students that readers are in the habit of rereading, and when they do this their reading voices become much smoother.

Session 6 - Readers Track with Their Eyes and Scoop Up More Words

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You will teach your students that readers read with their eyes instead of their fingers, out of habit. Readers also practice scooping up more words at a time with their eyes, reading in phrases, instead of word by word.

Session 7 - When Readers Reread, They See More!

You could introduce book baggies and teach children that when they reread, new details emerge and new understandings develop. Readers do this every time they read. It's a habit!

Session 8 - Readers Sneak a Peek at the Pictures to Figure Out the Words

You will teach children that readers preview each new page to get their minds thinking before they dive into the work of reading the words. This way, if they get stuck, they can think back to all the clues they saw on the page to figure out what word might make sense.

Session 9 - Drop Bad Habits! Pick Up Good Habits!

You will teach readers to acknowledge their bad reading habits so they can drop them and to remember to use the good habits they've learned for solving tricky words.

Session 10 - Readers Look at All Parts of a Word

You will teach readers that it's not enough to check the beginning of a word. Readers need to look at all the parts of a word to figure it out.

Session 11 - Readers Use Meaning to Figure Out Words

You could remind readers to use meaning as a source of information, using picture clues to consider words that would make sense.

Session 12 - Readers Double-Check Their Reading

You will teach students that readers double-check to be sure that what they're reading makes sense and looks right.

Session 13 - Readers Don't Give Up - They Try, Try Again

You will urge readers not to give up, reminding them that when one strategy doesn't work, they can try another.

Session 14 - Try It Two Ways!

You could help students use what they know about letters and sounds, particularly vowels, to solve vowels - trying sounds two ways.

Session 15 - Partners Can Introduce Their Books to Each Other

You will teach students that one good habit reading partners have is to introduce a book to each other at the beginning.

Session 16 - Partners Don't Tell, They Help!

You will teach students that rereading partners coach each other to use good reading habits to solve tricky words in books, instead of just telling each other what the word says.

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Session 17 - Partners Can Do *Something* at the End of a Book, Too!

You could teach students that all of the habits of strong reading are also habits that reading partners can work on. Reading partners do *something* to stay with their books once they've read them.

Session 18 - Readers Celebrate and Set New Goals

You will celebrate all the good habits readers have developed, and help partners work together to set goals for the year ahead.

Read Aloud-Sessions 1-2

You will teach students to share ideas and questions when discussing text.

Shared Reading- (5 Days)

Day 1- Using Meaning and Syntax, and Visuals to Solve Tricky Words

Day 2- Cross-Checking Sources of Information (MSV)

Day 3- Word Study

Day 4- Fluency

Day 5- Putting It All Together

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Unit Plan Title	If/Then Unit: Word Detectives
Suggested Time Frame	October/November

Overview / Rationale

This unit is organized in three parts (bends). The first bend has children learning to become word detectives, being alert for difficult words, using what they know to solve those words, and checking their attempts. In the second bend, students are ready to officially become word detectives, able to draw on prior knowledge, increase their bank of high-frequency words, and use known words to help figure out unknown words. The final bend focuses on ways that readers look closely at words and use visual information effectively. You will teach children to use their phonics knowledge of common spelling patterns, contractions, and compound words. Throughout the unit, you'll also ask children to develop their fluency skills.

Stage 1 – Desired Results

WIDA 2020:

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

L.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.

A. Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words.

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D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

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- A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2).
 - A. Short vowels and single consonants.
 - C. Initial and final consonant blends (must, slab, plump).
 - L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
 - SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 - SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- New Jersey Student Learning Standards - English Language Arts (2016)**
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - 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.
 - RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

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SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

Computing Systems

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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.

Essential Questions:

- How do letters represent sounds, and how does understanding this connection help us read and write?
- What strategies can readers use to identify unfamiliar words when reading independently?
- How does recognizing patterns in words (such as rhymes and word families) help us become better readers?
- Why is it important to understand the relationship between letters and sounds when learning to read and write?
- How can readers use context clues to figure out the meaning of unfamiliar words in a text?
- What different strategies can we use to help us understand what we read?

Enduring Understandings:

Students will understand that...

- Letters represent sounds and that these sounds can be blended together to form words. They will develop the ability to recognize and produce the sounds associated with individual letters and letter combinations.
- Recognizing common letter patterns, using context clues, and applying phonics rules will help to decode unfamiliar words.
- Understanding spelling-sound correspondences helps in decoding words accurately.
- The importance of reading smoothly and with appropriate phrasing to enhance comprehension.
- Comprehension involves not only understanding the literal meaning of a text but also making inferences and connections to their own experiences and prior knowledge.

Knowledge:

Students will know...

- Readers use what they know to solve words they don't know.
- There are common letter patterns and phonics rules they can apply when decoding words they don't know.
- Most high-frequency words have to be memorized.
- Fluency helps with comprehension.

Skills:

Students will be able to...

- Monitor their reading
- Develop their word-solving skills
- Use strategies to tackle tricky words
- Increase their bank of high-frequency words
- Develop their fluency skills

Student Resources

Students read diverse books or texts from various genres.

Teacher Resources

Word Detectives by Lucy Calkins, Elizabeth Franco, and Havilah Jespersen

www.heinemann.com

<https://readingandwritingproject.org/>

Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language

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learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

Can Do Descriptors Grade 1

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Go-TO Strategies for ELLs

Go-TO Strategies for ELLs.pdf

<https://drive.google.com/file/d/1r8NFIk6YQHDJcoG7tewEoXsIKP79dk3/view>

Word Detectives by Lucy Calkins, Elizabeth Franco, and Havilah Jespersen, 2016,

ISBN-13:978-0-325-08882-2; www.heinemann.com

Imagine Learning- <https://www.imaginelearning.com/>

ACCESS for ELLs Practice Test- <https://wida.wisc.edu/assess/access/preparing-students/practice>

A Country Mouse and a Town Mouse by Ruth Mattison

Nate the Great by Marjorie Weinman Sharmat

The Birthday Boy by Debbie Croft

Song or Poem of your choice, for example, “Down by the Bay”

Bill Bookman and Friends Mission Statements Videos 1-18-

Word Detectives - General Welcome <https://www.youtube.com/watch?v=tlc-L7eMHH4>

Building Blocks: High Frequency Words & Phonological Awareness, Grade 1 Virtual

Module-Subscription 2021-22-Session 5 (Heinemann Resource)

Contractions: What are contractions? | English For Kids | Mind Blooming

<https://www.youtube.com/watch?v=vnB4Eu7X1Og>

Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAbpUIS747X11T5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Stage 2 – Assessment Evidence

Formative Assessments

- Running Records
- Conference Notes
- Small Group Observations

Summative Assessment

- End of Unit Assessment

Stage 3 – Learning Plan

Multilingual Reading Strategies in First Grade -

<https://www.colorincolorado.org/article/reading-first-grade>

Decoding and comprehension:

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Multilingual learners will benefit when they are introduced to reading through sequenced decodable books that build on previously learned letters, sounds, and words. These books start out combining only a few consonants and vowels. Simple decodable books allow MLLs to read engaging and interesting stories even though they may only know a few letter sounds. Fast-paced lessons can include activities for hearing sounds in words, identifying the sounds associated with specific letters, and blending letter sounds into words. You can conduct these phonics activities through games and chants in which the whole-class responds.

After you review the sounds that students will encounter in their decodable books, conduct guided reading so that students follow along in their books as you model fluency. Read the selection again, stopping frequently to help student comprehension by clarifying concepts, teaching unknown words, asking questions about the story, and letting children connect these stories to their own experiences.

After the guided reading, have students reread their decodable books with a partner. They can take turns reading by alternating sentences. This helps them focus on what they are reading because each student only reads a small chunk. Reading with a partner also creates a safety zone where they can feel comfortable reading aloud.

Listening comprehension

Listening to stories read aloud by the teacher is one effective way for students to enrich vocabulary. It is also an easier way for you to introduce comprehension skills such as the main idea and cause and effect because the students are not having to do the arduous work of decoding, learning new words, and trying to comprehend the story while also attempting to think about elements of the story.

You can do this through discussions with students or by thinking aloud about what might be the main idea or the cause and effect in a section you just finished reading. When reading aloud:

- Show and read the front and back pages of the book, as well as the dedication or table of contents page.
- Use pictures, maps, objects, or drawings on the board.
- Provide background knowledge on concepts that students will need to comprehend the story.
- Introduce the characteristics/elements of the story (characters, setting, problem, solution, plot).
- Pre-teach five to six key words they will encounter frequently and will need to use for the discussions.
- Model how a reader self-corrects when making a mistake.
- Think aloud about what you are reading; stop every once in a while and summarize what you have read so far.
- Provide opportunities for students to summarize or retell the story through dramatic retellings; or use picture cards to put the story's events in sequence.

Multilingual Learner Reading Comprehension Strategies:

Reading Comprehension Strategies for English Language Learners | Colorín Colorado - <https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

I. Build background knowledge

Draw on students' existing knowledge- Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole

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class.

Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.

II. Teach vocabulary explicitly

Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").

Use a "picture-walk" for vocabulary- Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give student practice with new words- Ensure that your students can:

- Define a word
- Recognize when to use that word
- Understand multiple meanings (such as the word "party")
- Decode and spell that word

Incorporate new words into discussions and activities- For students to really know a word, they must use it — or they will lose it. Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

III. Check comprehension frequently

Use informal comprehension checks- To test students' ability to sequence material, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

Guided Reading Groups are conducted every day (10-15 minutes per group).

- Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.
- Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAAbpUIS747X11T5e-rfm8FJBqbh1SG/view>

- Choose instructional level text that is appropriate for the genre of study.
- For more information on the Structure of a Guided Reading Lesson: See

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Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view>

● Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template -

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnOTRschDyo7kvSl64_rHVwxV64bM/edit?tab=t.0

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Getting Ready: Please read pgs. xiii-xvi in advance, to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAbpUIS747X1T5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.

During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023

https://docs.google.com/presentation/d/1_HdEZR4MgTw1PSDO4anS619KRHTvrXmQTy57O1M-ml/edit

Note: The Read Aloud at the end of this unit is in addition to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher’s Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time outside of the reading block.

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Part 1- Word Detective in Training Approximately 13 Days

Standards:

L.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.

A. Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words.

D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Mentor Text- A Country Mouse and a Town Mouse by Ruth Mattison

Note: You may want to display the book using the SMART Board.

Teacher Objective: Teachers will teach students about long and short vowel sounds and how to blend sounds and decode words.

*Note: Use the videos to introduce the session (Bookman and Friends)

Word Detectives - General Welcome <https://www.youtube.com/watch?v=tlc-L7eMHH4>

Lesson-Session 1 pg. 2 - Word Detectives Are Always on the Lookout

You will teach children that word detectives notice tough words as they read and stop to solve these words right away.

Word Detectives - Mission #1 - <https://www.youtube.com/watch?v=wcmS19PB0GQ>

Lesson-Session 2 pg. 10 - Word Detectives Look Closely

You will teach children that work detectives look closely at words to get clues, making sure they look across the whole word to solve it. Focus on looking at all the letters/sounds in words. Look at the complete word.

Word Detectives - Mission #2 - <https://www.youtube.com/watch?v=ttdF1FbgL4A>

Added Lesson- Repeat Session 2-Look Closely at the Word

- Select words to use from any book read in class. Read the page together and when you get to the highlighted word, stop and look really closely. Talk about the parts you see.

Students practice this during active engagement and independent practice.

Lesson-Session 3 pg. 17 - Word Detectives Use Everything They Know

You will teach children that word detectives use everything they know to solve problems. Focus on looking at all the letters/sounds in words. Look at the complete word.

Word Detectives - Mission #3 - <https://www.youtube.com/watch?v=uf8rqn3XWlc>

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 3.7 pg. 105) Fix It by Checking Each Letter

- Strategy- When you've tried reading a word but it doesn't sound like a word you know, or doesn't make sense in the sentence, try to find what needs fixing. Move your finger under each letter as you look across the whole word from left to right. Do not skip over any

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letters as one letter can be the difference in reading the word correctly.

Lesson-Session 4 pg. 25 - Word Detectives Check Their Words Slowly

You will teach children that when word detectives think they know what a word might say, they do a s-l-o-w check to be sure. They say the word slowly, sliding their finger under the word, and check that all the parts look right.

Word Detectives - Mission #4 - https://www.youtube.com/watch?v=_1pDI097JVs

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 3.20 pg. 118) Cover and Slide

- Strategy- When you've tried to read a longer word, you can cover up the word with your finger, revealing the letters of the word slowly. Slide your finger across the word left to right to show more and more letters as you read them, blending the sounds together as you go.

Lesson-Session 5 pg. 32- Readers Investigate What Makes a Good Reading Partner

You will guide children to figure out what makes a good reading partner. Note: Do not play guess the covered word.

Word Detective- Mission #5 https://www.youtube.com/watch?v=KKW6L1WgJ_M

Lesson-Session 6 pg. 42 - Word Detectives Read Words in a Snap

You will teach children that when word detectives see a word they know, they read it in a snap!

Word Detectives - Mission #6 - <https://www.youtube.com/watch?v=2dUxqQ450-A>

Lesson-Session 7 pg. 50 - Word Detectives Use Snap Words as Clues to Think about What Makes Sense

You will teach children that word detectives use snap words as clues to think about what makes sense.

Word Detectives - Mission #7 - https://www.youtube.com/watch?v=_D7yHMjKCks

Lesson-Session 8 pg. 57 - Word Detectives Solve Mystery Words by Thinking of Similar Snap Words

You will teach children that words detectives ask themselves, "Does this mystery word remind me of another word I know?" and then think of a similar snap word to help figure out the new word.

Word Detectives - Mission #8 - <https://www.youtube.com/watch?v=epHKI7GpGps>

Lesson-Session 9 pg. 65 - Word Detectives Turn New Words into Snap Words

You will teach children how word detectives turn new words into snap words.

Word Detectives - Mission #9 - <https://www.youtube.com/watch?v=0RtiCtyNWgQ>

Lesson-Session 10 pg. 73 - Word Detectives Scoop Up Words to Make Their Reading Sound Smooth

You could teach students that readers can use snap words to read in longer phrases, making their reading sound smoother.

Word Detectives - Mission #10 - https://www.youtube.com/watch?v=TIYy6gD_eGo

Part 2- Word Detectives Take an Even Closer Look: Using Knowledge of Letters, Sounds, and Words To Read- Approximately 20 Days

Standards:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Teacher Objective: You will teach students how to decode words.

Lesson-Session 11 pg. 78 - Word Detectives Break Words into Parts

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You will teach children that word detectives can break words into parts as they read, trying a word in different ways until it makes sense and sounds right.

Word Detectives - Mission #11 - <https://www.youtube.com/watch?v=IMImYmBtcl0>

Added Lesson- Repeat Session 11-Breaking Words into Parts

- Select words to use from any book read in class. Read the page together and when you get to the highlighted word demonstrate breaking the word apart. Talk about the parts you see. Students practice this during active engagement and independent practice.

Lesson-Session 12 pg. 86 - Word Detectives Pay Special Attention to the Beginning of Words

You could teach students that readers pay close attention to the beginning of a word, especially looking closely to see if any letters go together.

Word Detectives - Mission #12 - <https://www.youtube.com/watch?v=aDo4id1FFQE>

Added Lesson-Building Blocks: High Frequency Words & Phonological Awareness, Grade 1 Virtual Module Subscription 2021-22-Session 5

- Go to *3-Phonological Awareness, Grade 1 Unit 1, Session 5

This session begins with a poem containing many blends and digraphs. While reading the poem with Natalie, students hunt for the blends and digraphs. The lesson moves onto reading by analogy. Natalie shows the snap words went, will, and look. Students then read a new set of words. They will find that the snap words they've just read will help them read the vowels and the word endings of the new words. Finally, the lesson moves onto dictation. Students first orally segment words starting and ending in blends, then write the word. (Runtime 11:37)

Lesson-Session 13 pg. 90- Word Detectives Watch Out for Endings

You will teach children that when word detectives see a big word with a known ending, they can break off the ending to figure out the part that's left. Then, they put the parts back together to read the whole word so it makes sense and sounds right.

Word Detectives - Mission #13 - <https://www.youtube.com/watch?v=CaNYkFSem9U>

Added Lesson- Repeat Session 13-Watch Out for Endings

- Select words to use from any book read in class. Read the page together and when you get to the highlighted word demonstrate how to break off the endings when decoding words. Talk about the strategy. Students practice this during active engagement and independent practice..

Lesson-Session 14 pg. 97 - Word Detectives Don't Let Vowels Trip Them Up

You will teach children that word detectives look closely at vowels inside words, especially side-by-side vowels. Then they try the word in different ways until it makes sense and sounds right.

Word Detectives - Mission #14 - <https://www.youtube.com/watch?v=Rf0euGey3sI>

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 3.15 pg. 113) Be Flexible with Vowels

- Strategy- Be flexible about vowel sounds-try one sound, then another you know that the letters can represent-until you read a word that sounds like a word you know and that makes sense in the sentence.

Lesson-Session 15 pg. 104 - Word Detectives Use Word Parts They Know to Read New Words

You will teach children that word detectives use parts of words they know to figure out tricky

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new words.

Word Detectives - Mission #15 - <https://www.youtube.com/watch?v=-F-cjMqAahM>

Lesson-Session 16 pg. 112 - Word Detectives Watch Out for Unusual Words

You will teach children that word detectives watch out for unusual words in their books, such as contractions.

Word Detectives - Mission #16 - <https://www.youtube.com/watch?v=g1rWnBJM9Ls>

Added Lesson- Contractions

- Show video (2:33) Lesson added to continue the discussion on contractions.

Contractions: What are contractions? | English For Kids | Mind Blooming -

<https://www.youtube.com/watch?v=vnB4Eu7X1Og>

- Review/discuss the unusual words with students. Students jot them on a Post-it and share them with a partner. The words can be added to the chart of Unusual Suspects.

Lesson-Session 17 pg. 119 - Word Detectives Smooth Out Their Reading

You will teach children that after word detectives read to fix up tricky words, they can read the same text again to make their reading sound smooth.

Word Detectives - Mission #17 - <https://www.youtube.com/watch?v=jiOgdJ0WsFQ>

Lesson- Session 18 pg. 126 - Word Detectives Show Off Their Skills: A Celebration

You will teach students that word detectives use everything they know to show off their skills.

They notice a problem, solve it, check it and reread it to make it smooth.

Word Detectives - FINAL Mission #18 - <https://www.youtube.com/watch?v=e6Purb13XR0>

Read Aloud- Nate the Great by Marjorie Weinman Sharmat

The following lessons are to be taught after Session 18.

Read-Aloud and Shared Reading

You will expose students to richer literature than the books they are likely reading independently.

You will use the suggested picture books or choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Lesson- Session 1 pg. 132

Lesson- Session 2 pg. 135

Shared Reading (5 Days):

Text- The Birthday Boy by Debbie Croft

Song or Poem of your choice, for example, “Down by the Bay”

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Lesson 1- Using Meaning and Syntax, and Visuals to Solve Tricky Words

Focus:

- Rally readers to say, “We can be word detectives!”

- Build a classroom community around reading.

- Remind students of some of the basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words

Lesson 2- Cross-Checking Sources of Information

Focus:

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- Read for comprehension.
- Develop more fluency.

Lesson 3- Word Study

Focus:

- Build a high-frequency word vocabulary.
- Study phonics.
- Grow new vocabulary.
- Connect what we know about words to our reading.
- Reread texts with more word automaticity and fluency.

Lesson 4- Fluency

Focus:

- Read with Fluency.
- Draw attention to different types of end punctuation marks.
- Read for meaning.

Day 5- Putting It All Together

- Read for comprehension focusing on basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

NC Reading Learning Plan

Session 1 - Word Detectives Are Always on the Lookout

You will teach children that word detectives notice tough words as they read and stop to solve these words right away.

Session 2 - Word Detectives Look Closely

You will teach children that word detectives look closely at words to get clues, making sure they look across the *whole* word to solve it.

Session 3 - Word Detectives Use Everything They Know

You will teach children that word detectives use everything they know to solve problems.

Session 4 - Word Detectives Check Their Words Slowly

You will teach children that when word detectives think they know what a word might say, they do a s-l-o-w check to be sure. They say the word slowly, sliding their finger under the word, and check that all the parts look right.

Session 5 - Readers Investigate What Makes a Good Reading Partner

You will guide children to figure out what makes a good reading partner.

Session 6 - Word Detectives Read Words in a Snap

You will teach children that when word detectives see a word they know, they read it in a snap!

Session 7 - Word Detectives Use Snap Words as Clues to Think about What Makes Sense

You will teach children that word detectives use snap words as clues to think about what makes sense.

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Session 8 - Word Detectives Solve Mystery Words by Thinking of Similar Snap Words

You will teach children that word detectives ask themselves, “Does this mystery word remind me of another word I know?” and then think of a similar snap word to help figure out the new word.

Session 9 - Word Detectives Turn New Words into Snap Words

You will teach children how word detectives turn new words into snap words.

Session 10 - Word Detectives Scoop Up Words to Make Their Reading Sound Smooth

You could teach students that readers can use snap words to read in longer phrases, making their reading sound smoother.

Session 11 - Word Detectives Break Words into Parts

You will teach children that word detectives can break words into parts as they read, trying a word in different ways until it makes sense and sounds right.

Session 12 - Word Detectives Pay Special Attention to the Beginning of Words

You could teach students that readers pay close attention to the beginning of a word, especially looking closely to see if any letters go together.

Session 13 - Word Detectives Watch Out for Endings

You will teach children that when word detectives see a big word with a known ending, they can break off the ending to figure out the part that’s left. Then, they put the parts back together to read the whole word so it makes sense and sounds right.

Session 14 - Word Detectives Don’t Let Vowels Trip Them Up

You will teach children that word detectives look closely at vowels inside words, especially side-by-side vowels. Then they try the word in different ways until it makes sense and sounds right.

Session 15 - Word Detectives Use Word Parts They Know to Read New Words

You will teach children that word detectives use parts of words they know to figure out tricky new words.

Session 16 - Word Detectives Watch Out for Unusual Words

You will teach children that word detectives watch out for unusual words in their books, such as contractions.

Session 17 - Word Detectives Smooth Out Their Reading

You will teach children that after word detectives read to fix up tricky words, they can read the same text again to make their reading sound smooth.

Session 18 - Word Detectives Show Off Their Skills: A Celebration

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You will teach students that word detectives use everything they know to show off their skills. They notice a problem, solve it, check it and reread to make it smooth.

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Unit Plan Title	Unit 2: Learning About the World
Suggested Time Frame	November/December

Overview / Rationale

In this unit your students will begin to explore nonfiction texts. In the first bend of this unit they will learn strategies for reading nonfiction texts and gathering information from them. Within the second bend of the unit, readers will learn the importance of tackling new words in nonfiction texts and growing their vocabulary. They will understand that learning and using new words is a part of being a reader, especially in nonfiction. In the third and final bend (part) of the unit students will focus on reading aloud like experts. They will learn when and how to share texts with others.

Stage 1 – Desired Results

WIDA Standards 2020:

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity

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- Summarize observations or factual information

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

New Jersey Student Learning Standards - English Language Arts (2016)

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.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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- 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.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- 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.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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 figurative language, 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., because).

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

New Jersey Student Learning Standards- Science (2020)

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.]

1-LS1-2. Read texts and use media to determine patterns in the behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

Computing Systems

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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.

<p>Essential Questions: Why are nonfiction texts called informational texts? • How do readers gather all the information they learn while reading nonfiction texts? • Why are the new words they are learning in nonfiction texts so important? • How do readers determine the main topic when reading informational texts?</p>	<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Nonfiction texts have a different structure than fiction. • Readers use different strategies when reading nonfiction texts than when they read fiction. • Nonfiction texts center around a main topic and details that support that main topic.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • A nonfiction text contains information they need to learn. • A nonfiction text has a main topic and details that explain the main topic. • A nonfiction text has text features that help with understanding the topic 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Distinguish nonfiction from fiction. • Read nonfiction texts and gather information by answering who, what, where, when, why, and how. • Identify the main topic. • Read nonfiction texts like experts.

Student Resources
<p>Students read diverse books or texts from various genres.</p>
Teacher Resources
<p><i>Units of Study for Teaching Reading</i> by Lucy Calkins</p> <ul style="list-style-type: none"> • <i>Unit 2: Learning About the World</i> by Lucy Calkins and Amanda Hartman <p>www.heinemann.com https://readingandwritingproject.org/</p> <p>Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.</p> <p>Can Do Descriptors Grade 1 https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf</p> <p>WIDA English Language Development Standards Framework, 2020 Edition https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf</p> <p>Go-TO Strategies for ELLs Go-TO Strategies for ELLs.pdf https://drive.google.com/file/d/1r8NFIk6YQHDJcoG7tewEoXsIKP79dk3/view</p> <p>Imagine Learning - https://www.imaginelearning.com</p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins, 2015, ISBN- 13: 978-0-325-07704-8</p>

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- Unit 2: Learning About the World by Lucy Calkins and Amanda Hartman; www.heinemann.com; <https://readingandwritingproject.org/>
ACCESS for ELLs Practice Test- <https://wida.wisc.edu/assess/access/preparing-students/practice-checkpoints-for-reading-growth-7.17.17-copy.pdf>
<https://drive.google.com/file/d/1U2YAbpUIS747X1T5e-rfm8FJBqbh1SG/view>
Neptune City Board of Education Approved Technology List:
<https://www.educationframework.com/Districts/main.aspx?districtid=30623>
Super Storms by Seymour Simon
Hang On, Monkey! by Susan B. Neuman
I Want to Be a Doctor by Dan Leibman
Owls by Mary R. Dunn
Snails by Kevin Holmes
Are You a Snail by Judy Allan and Tudor Humphries
🐌 Are You a Snail? 🐌 | Read Aloud for Kids!
<https://www.youtube.com/watch?v=H5PiUuAPv4>
Let's Learn About Snails by Laura Waxman
[Read aloud] Let's look at snails | BBL | Snail facts for kids | kids reading | Snail book |
https://www.youtube.com/watch?v=Kz0_5Z20m2s
1st Grade, ELA, Week 5 Day 1: Fiction vs Non-fiction
<https://www.youtube.com/watch?v=-3dtPW8g7ko>
Information Provided by Pictures | Non-Fiction Text | 1st Grade Reading | eSpark Instructi...
<https://www.youtube.com/watch?v=F60CHAucKBk>
Topic, Main Idea, Details Activity Sheet
<https://teaching.betterlesson.com/lesson/resource/2969697/topic-main-idea-details-activity-sheet>
Comparing Informational Text Activity Sheet -
<https://teaching.betterlesson.com/lesson/resource/2658041/comparing-informational-texts-activity-sheet>
Lesson - First grade Lesson Comparing Informational Texts | BetterLesson -
<https://teaching.betterlesson.com/lesson/558743>
Note: You will need to sign up for a free account with BetterLesson.com. This lesson is also placed in the Resource Folder Learning About the World: Reading Nonfiction
<https://drive.google.com/drive/folders/19ZU3fuqCacFh7vCWe-dTvxuz5zzNn1XTwo-Syllable>
Words | ELA for 1st Grade | Kids Academy
<https://www.youtube.com/watch?v=H7kFzg9xpOU>
Reader's Workshop-Readers Find and Think about Key Words-2/25-2/26/21
<https://www.youtube.com/watch?v=P1RNV32E-d4>
Text feature 01 - Table of contents <https://www.youtube.com/watch?v=yYVpiPK0i8Q>
Text features 02 - Photograph, illustration, caption
<https://www.youtube.com/watch?v=IBQZ-o6iHek>
Text feature 03 - Diagrams and labels <https://www.youtube.com/watch?v=vdyiupgsplI>
Text features 04 - Map and key <https://www.youtube.com/watch?v=g3RdQhaHq2w>
Text features - Bold print and glossary https://www.youtube.com/watch?v=hm-_yRy8xfY
Determine the author's point and identify reasons the author gives -
<https://teaching.betterlesson.com/lesson/553629/work-out-together>

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Formative Assessments

- Running Records
- Conference Notes
- Small Group Observations

Summative Assessment

- End of Unit Assessment

Stage 3 – Learning Plan

Multilingual Learner Reading Comprehension Strategies:

Reading Comprehension Strategies for English Language Learners | Colorín Colorado - <https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

I. Provide explicit instruction on how expository text is structured.

Teachers need to spend some time introducing students to the format of expository text. This is a lesson intended to teach students how to get information from non-fiction text rather than on the actual content of the text. That instruction can be done once students are familiar with the text format and structure.

Help students recognize the structure of expository text. Introduce the various parts of the text, such as the table of contents and the glossary. Discuss how these different parts are used for informational reading, how the text is organized, where different parts will be found in a textbook, and how they compare with one another.

For example, have students compare the index and the glossary, and discuss what they would use each section for. You might try asking a question such as, "If I want to know the definition of a word, will I look in the index or glossary?"

Although it may seem very obvious to teachers, something as simple as finding bold words and identifying their definition in surrounding text may be new concepts to developing readers. As students are instructed to find different components of the text, ask questions such as, "What does this graphic tell us? Why do you think the author wanted to put that there?" Make it a thinking exercise so the students will internalize the knowledge.

Chapter walk- One way to help students become familiar with new kinds of books is through a chapter walk, which can be used with fiction or non-fiction text. Students preview the chapter before starting their first lesson in a new unit, looking for headings, graphics, pictures, important words, and key information. Students can discuss what they've noticed and what they think will be covered in pairs, groups, or with the entire class. Once students have become comfortable with a new resource, this exercise can be used to preview content for future lessons and activate background knowledge. This strategy can also be used with fiction books by using illustrations and chapter headings or important words in the text.

II. Provide opportunity for ELLs to practice interacting with the text and identifying key components of the text.

Giving the students to practice these skills will build confidence and offer many learning opportunities. Practice activities can be done to demonstrate how to get information from the expository text. For example, ask students to look for the main idea of a text, and then to explain what "clues" they saw that supported their answer. Students might say things such as, "The main idea is usually in the first paragraph." Or, "I saw the summary written on the side of the page."

Engaging the class in discussion about these key components will give all students a chance to

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demonstrate learning.

Making predictions- One method is the Directed Reading-Thinking Activity (DR-TA), which encourages students to be active readers. DR-TA is a process where the students listen to a brief summary of the text, review a few key words or pictures, and then make a prediction about the content of the text. As they begin to read the text, the teacher asks more questions about how their predictions match what they're reading.

Word splash- Students receive handouts with key words and phrases from the text "splashed" randomly across the page. The students spend some time making clusters of information that goes together. They can do this by circling groups of words, highlighting them in different colors, or drawing lines. The class discusses what they've learned from their clusters and what they predict they will learn from the text. Once again, when they begin to read the text they should make note of which parts of their prediction were correct and how they know that based on "evidence" in the text.

Practice highlighting- Students can practice highlighting text on worksheets or by using this method: Give each student a clear plastic overhead sheet and a "write-on/wipe-off" marker. Have the student paperclip the plastic sheet to a page in the textbook and work together to circle new vocabulary words and underline key points. The plastic sheets can be wiped off and used again.

Margin bookmark- One way to allow students to practice making notes is by using margin bookmarks. Prepare scratch paper "bookmark" strips that fit in the crease of the textbook and within the margin of the print, or that can be attached to the outside margin using a paperclip. Students can use these bookmarks to make notes in the margin. Give them specific tasks such as, "Write the definition of one of the bold words in your own words," or "Write one fact, one question, and one thing that is important for you to remember." Provide examples so that students see how they can interact effectively with expository text.

Provide sentence stems or question prompts to guide their responses- For instance, "The main idea of this paragraph is ___ because ___," or "One important detail is ___." These tools give students a framework for extracting and articulating information from the text. Additionally, use high-frequency academic vocabulary during instruction and provide glossaries, bilingual dictionaries, or digital translation tools to clarify unfamiliar terms.

Incorporate multimodal resources like visuals, gestures, or videos to reinforce understanding of the text- after reading, engage students in interactive activities like retelling the story, summarizing key points, or creating drawings that represent the main ideas.

III. Model "what good readers do" to get information from expository text.

Think aloud- Read an introductory portion of the text to the class. Pause to model what you are thinking out loud, such as by describing what you know about the text. For example, a teacher may look at a chapter with a picture of a volcano and bold words in the text such as lava, magma, and geothermal. The teacher could say, "Hmmm ... I see this picture of a volcano and I notice bold vocabulary words. The words look very scientific and technical. I bet this will be a reading about science. I think I will learn facts about volcanoes and how they work."

Demonstrate how to figure out vocabulary- As you come to new vocabulary words, pause and think about how you can figure out what that word means. Show how you look for clues such as commas after the word that contain a definition, or show how the word is related to something else you know such as a root word or cognate in another language. Finally the teacher may want to demonstrate how to ask someone next to you for help with the word, or refer to your personal dictionary of new words that you've created for the unit.

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Use a graphic organizer- Determine what you need to know in the text and show how to complete a graphic organizer. Talk about how the graphic organizer will help you remember the important information in the text. For example, if students need to determine the characteristics of an active volcano vs. an inactive volcano, the graphic organizer can follow a comparison outline and students fill in the correct information as related to the topic. Be sure to emphasize that this kind of activity can be used in any classroom and with any content. The student just needs to determine what they want to know and make an "organized picture" of the information so they will remember.

Model "fix up" strategies- Proficient readers know when they "missed" something or what they are reading doesn't make sense. Developing readers tend to "just keep going" hoping that eventually it will all make sense. Of course, this makes it much more difficult to comprehend the content and it leads to frustration. Show students how you "double check" information when you don't understand it or it doesn't make sense. Read a section of the text aloud — especially a complicated portion — and stop to reflect. Say out loud, "What did I just read? That didn't make sense. Let me go back and read it again." If it still seems confusing, ask the students for ideas about how you could "check" your understanding of this information.

Determine if it's "In the Book" or "In my Head"- In the Question Answer Relationship (QAR) strategy students are taught to identify if information is in the book (literal) or in their head (inferential). Teachers can demonstrate this by using questions to model how they figure that out. For example, a literal question might be, "What are three characteristics of an active volcano?" An example of an inferential question is, "Are volcanoes dangerous?" This can be a very important skill to develop because many developing readers spend a lot of time scouring the text looking for an answer that is not defined literally in the text.

IV. Increase peer interaction with the content of the text in order to increase comprehension.

Giving students the chance to interact with their peers about new content will engage them and offer more opportunities to practice talking, writing, and thinking about what they have learned. You can do this with the following strategies:

Assign reading partners- Pair ELLs with friendly fluent readers. Ask partners to read aloud to each other, alternating sentences or pages. After the first student reads, the other student summarizes what they heard. Then the two partners switch roles.

Encourage student engagement- One strategy is the "Say Something" activity. Students take turns reading aloud, and following the reading, each student 'says something,' such as asking a question, making a comment, making a connection to something already read, or responding personally to the text. The exercise also engages students as readers and gets them thinking about the text. For ELLs, teachers may want to have a "phrase wall" displayed so they have a sentence structure to begin their comments. Examples such as, "That reminds me of..." Or "Do you know..." or "That's interesting because..."

Have students retell what they have learned- After students read a section of text, have them re-tell it to a partner or write a few summary notes in their notebook and switch notes with a partner. The partner can add notes, questions or comments to the author's notes.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

Guided Reading Groups are conducted every day (10-15 minutes per group).

- Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.

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- Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf .

<https://drive.google.com/file/d/1U2YAAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Choose instructional level text that is appropriate for the genre of study.

- For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--Lfn2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnOTRschDyo7kvSl64_rHVwxV64bM/edit?tab=t.0 Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Getting Ready: Please read pgs. xiii-xv in advance to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.

During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023

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https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTv57O1M-mI/edit

Note: The Read Aloud at the end of this unit is in addition to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time outside of the reading block.

Part 1-Getting Smart on Nonfiction Topics-Approximately 13 Days

Standards:

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

Mentor Text- Hang On, Monkey! by Susan B. Neuman

Note: You may want to display the book using the SMART Board.

Teacher Objective: Teachers will teach students the difference between fiction and nonfiction books. Students will learn how to determine the main topic and retell details in information text.

Added Lesson- Fiction v. Nonfiction

- Before you begin the lessons discuss differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. Use various nonfiction books to explain the difference.

1st Grade, ELA, Week 5 Day 1: Fiction vs Non-fiction

<https://www.youtube.com/watch?v=-3dtPW8g7ko>

Lesson -Session 1 pg. 2 - Getting Started as a Nonfiction Reader

You will remind children what they already know about sneak peeks and teach them how that knowledge will help them as readers learn about new topics.

Lesson-Session 2 pg. 8 - Studying One Page Can Teach So Much

You will teach children how to linger on a page and use the pictures to find more details and information that accompany the text. You'll show students how they can slow down in their reading and name what they see before they turn the page.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 10.7 pg. 331) Caption It!

- Strategy- Read the text. Look at the image. "Think, "What is one sentence that summarizes what this image is teaching me?" Use the information from the image and the main text to help you.

Added Lesson- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- You will teach students about the information provided by pictures vs. information provided by illustrations.

Information Provided by Pictures | Non-Fiction Text | 1st Grade Reading | eSpark I...

<https://www.youtube.com/watch?v=F60CHAucKBk>

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Lesson-Session 3 pg. 15 - Readers Learn More by Chatting about What's Happening
You will teach children how to bring the information on the page to life. You'll show children how to use images on the page or in their heads to imagine what is happening just before and right after the part they're reading. This inferential thinking will help students envision the information and learn more from the text.

Lesson-Session 4 pg. 22 - Readers Reread to Make Sure They Understand Their Books
You will remind children that when readers finish a book, they should try to remember the whole book, not just individual parts. This session helps students reread to put the parts of their books together.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 9.5 pg. 305) Read, Cover, Remember, Retell

- Strategy- Read as much as you can cover with your hand or a sticky note. Cover the text you just read. Focus on remembering what you read (it's OK to take a moment!). Say back what you remember (it's OK to peek back!). Repeat.

Lesson-Session 5 pg. 28 - Working on Fluency, Including Stress and Intonation

You will teach children that when readers are trying to understand and recall information from their books, it helps to read with expression, making their voices smooth and lively.

Lesson-Session 6 pg. 35 - A Celebration of Learning

You will congratulate students on all they have learned. Your students will celebrate their new knowledge by talking with their classmates about what they have learned from their books.

Part 2- Tackling Super Hard Words to Keep Learning-Approximately 10 Days

Standards:

L.R.F.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Mentor Text- I Want to Be a Doctor by Dan Leibman

Teacher Objective: You will teach students how to decode words.

Lesson-Session 7 pg. 42 - Readers Don't Let Hard Words Get in Their Way

You will remind students that readers are persistent, especially when they get stuck on hard words in their books.

Lesson-Session 8 pg. 49- Crashing Word Parts Together to Solve the Whole Word

You will teach children that one strategy readers use to figure out a tricky word is to "crash" the word parts together and then to check that the word makes sense. You will practice doing this by rereading the beginning, middle, and end of the word and then putting the parts together to form a word.

Added Lesson- Crashing Words Parts (Repeated Lesson)

- You will teach children that one strategy readers use to figure out a tricky word is to "crash" the word parts together and then to check that the word makes sense. You will practice doing this by rereading the beginning, middle, and end of the word and then putting the parts together to form a word.

Use the video as a teaching tool

Two-Syllable Words | ELA for 1st Grade | Kids Academy

<https://www.youtube.com/watch?v=H7kFzg9xpOU>

Lesson-Session 9 pg. 56 - Readers Check that the Words They Read Look Right and Make Sense

You could teach children that readers slow down to check that a word looks right and then reread

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to check that it makes sense.

Lesson-Session 10 pg. 60 - Readers Learn New Words as They Read

You will teach children that some tricky words are new words. Readers solve these tricky words by saying the word the best they can and then thinking about what the word means.

Lesson-Session 11 pg. 65 - Readers Find and Think about Key Words

You will teach students that key words can help readers think and talk about the information in their books. Reader's Workshop-Readers Find and Think about Key Words-2/25-2/26/21

<https://www.youtube.com/watch?v=P1RNV32E-d4>

Lesson-Session 12 pg. 73 - Rereading a Page to Find the Just-Right Sound

You could teach children that readers of nonfiction reread a single page in different ways to figure out how the page should sound.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 4.17 pg. 149) Read with Emphasis: Infer from Context

- Strategy- If there is no special text treatment to tell you which word(s) in a sentence to emphasize, think about the context. Does it suggest emphasis? If it does, think about how where you place the emphasis impacts the meaning. If your inferred emphasis doesn't match the meaning, reread emphasizing a different word (or words).

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 4.18 pg. 150) Use a "This is Interesting" Voice

- Strategy- Read informational text with a "wow" tone of voice. Slow your pace. Be careful to emphasize the part of the sentence that's most interesting or surprising. Raise your voice at questions.

Part 2- Elements of Nonfiction Text- Approximately 17 Days

Standards:

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Teacher Objective: You will teach students to describe relationships among pieces of information, use text features when discussing key ideas, and to identify the reasons an author gives to support points in a text.

Added Lessons (3 Days)- Using Text Features to Describe Key Ideas

Teachers will teach students how to use text features to describe key ideas. Students practice locating text features and answering questions about the content. They will use the information to describe key ideas. Teachers should use previously used text to model how to describe key ideas.

Teaching Resources- Please review

Text feature 01 - Table of contents <https://www.youtube.com/watch?v=yYVpiPK0i8Q>

Text features 02 - Photograph, illustration, caption

<https://www.youtube.com/watch?v=IBQZ-o6iHek>

Text feature 03 - Diagrams and labels <https://www.youtube.com/watch?v=vdviungspII>

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Text features 04 - Map and key <https://www.youtube.com/watch?v=g3RdQhaHq2w>

Text features - Bold print and glossary <https://www.youtube.com/watch?v=hm-yRy8xfY>

Determine the author's point and identify reasons the author gives -

<https://teaching.betterlesson.com/lesson/553629/work-out-together>

Added Lesson (2 Days)- Identify similarities and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Lesson Overview: Introduce students to two informational texts about snails and let them explore a third informational text collaboratively in order to determine how each text gave both similar and different information about snails. Note: compare illustrations and/or descriptions.

Materials:

- Snails by Margo Gates Snails by Margo Gates ;

<https://www.youtube.com/watch?v=Nyz42oXpEZk>

- Are You a Snail by Judy Allan and Tudor Humphries

👉 Are You a Snail? 👉 | Read Aloud for Kids!

<https://www.youtube.com/watch?v=H5PiUuAPv4>

- Let's Learn About Snails by Laura Waxman

[Read aloud] Let's look at snails | BBL | Snail facts for kids | kids reading | Snail b...

https://www.youtube.com/watch?v=Kz0_5Z20m2s

- Topic, Main Idea, Details Activity Sheet

<https://teaching.betterlesson.com/lesson/resource/2969697/topic-main-idea-details-activity-sheet>

- Comparing Informational Texts Activity Sheet

<https://teaching.betterlesson.com/lesson/resource/2658041/comparing-informational-texts-activity-sheet>

Lesson- First grade Lesson Comparing Informational Texts | BetterLesson -

<https://teaching.betterlesson.com/lesson/558743>

Added Lesson (2 Days)- Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Lesson Overview: Using Snails by Margo Gates, Are You a Snail by Judy Allan and Tudor Humphries, and Let's Learn About Snails by Laura Waxman to discuss how an author may arrange or structure nonfiction texts. Is the relationship of the information a sequence of events, problem and solution, description, steps in a process, cause-effect, or compare-contrast?

Note: You may choose to use the Science, Social Studies, or Health textbooks to do this lesson.

Read Aloud-Sessions 1-3

The following lessons are to be taught after the last lesson in the unit.

Read-Aloud and Shared Reading

Teachers will read and familiarize themselves with the lessons prior to teaching.

Text- Super Storms by Seymour Simon

You will teach students to share ideas and ask questions when discussing text.

Shared Reading- 5 Lessons

Owls by Mary R. Dunn

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Lesson 1- Using Meaning and Syntax, and Visuals to Solve Tricky Words

Focus:

- Rally readers to say, “We are going to learn and get smarter about a lot of topics in this unit?”
- Draw attention to text features.
- Read and reread with fluent, expressive, rhythmic voices.

Lesson 2- Cross-Checking Sources of Information

Focus:

- Read for comprehension.
- Develop more fluency and expression

Lesson 3- Word Study

Focus:

- Study high frequency words
- Read with fluency
- Choose several phonics features

Lesson 4- Fluency

Focus:

- Read with fluency and expression.

Day 5- Putting It All Together

- Read for comprehension focusing on basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

NC Reading Learning Plan

Session 1 - Getting Started as a Nonfiction Reader

You will remind children what they already know about sneak peeks and teach them how that knowledge will help them as readers learn about new topics.

Session 2 - Studying One Page Can Teach So Much

You will teach children how to linger on a page and use the pictures to find more details and information that accompany the text. You’ll show students how they can slow down in their reading and name what they see before they turn the page.

Session 3 - Readers Learn More by Chatting about What’s Happening

You will teach children how to bring the information on the page to life. You’ll show children how to use images on the page or in their heads to imagine what is happening just before and right after the part they’re reading. This inferential thinking will help students envision the information and learn more from the text.

Session 4 - Readers Reread to Make Sure They Understand Their Books

You will remind children that when readers finish a book, they should try to remember the whole book, not just individual parts. This session helps students reread to put the parts of their books together.

Session 5 - Working on Fluency, Including Stress and Intonation

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You will teach children that when readers are trying to understand and recall information from their books, it helps to read with expression, making their voices smooth and lively.

Session 6 - A Celebration of Learning

You will congratulate students on all they have learned. Your students will celebrate their new knowledge by talking with their classmates about what they have learned from their books.

Session 7 - Readers Don't Let Hard Words Get in Their Way

You will remind students that readers are persistent, especially when they get stuck on hard words in their books.

Session 8 - Crashing Word Parts Together to Solve the Whole Word

You will teach children that one strategy readers use to figure out a tricky word is to “crash” the word parts together and then to check that the word makes sense. You will practice doing this by rereading the beginning, middle, and end of the word and then putting the parts together to form a word.

Session 9 - Readers Check that the Words They Read Look Right and Make Sense

You could teach children that readers slow down to check that a word looks right and then reread to check that it makes sense.

Session 10 - Readers Learn New Words as They Read

You will teach children that some tricky words are new words. Readers solve these tricky words by saying the word the best they can and then thinking about what the word means.

Session 11 - Readers Find and Think about Key Words

You will teach students that key words can help readers think and talk about the information in their books.

Session 12 - Rereading a Page to Find the Just-Right Sound

You could teach children that readers of nonfiction reread a single page in different ways to figure out how the page should sound.

Session 13 - Finding Interesting Things to Share

You will teach children that to read books aloud well to others, readers first must figure out what they find interesting about the book. They must read the book and consider what about it is worth sharing with other people.

Session 14 - Reading with Feeling

You will teach children that when readers prepare to read a book aloud, they pay attention to how the different parts should sound so that their reading shows feeling.

Session 15 - Reading Like a Writer

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You will teach children that when they are planning a read-aloud, they can study what they admire about the author's writing. They can talk about those craft moves in their read-alouds, and they can also apply the same techniques to their own writing.

Session 16 - Readers Plan to Talk and Think about Key Words

You could teach children that they can use the key words they've been collecting as they read to talk about a topic and teach others what the words mean and why they're important.

Session 17 - Using Drama to Bring Your Read-Aloud to Life

You will teach children that readers can use now only their voice, but also their body to bring a book to life.

Session 18 - A Celebration for Reading to Learn about the World

You will teach children that when readers share a book with an audience like they are experts, they make sure that their audience is attentive and understands the information.

Read Aloud-Sessions 1-3

You will teach students to share ideas and questions when discussing text.

Shared Reading- (5 Days)

Day 1- Warm Up, Book Introduction, and MSV

Day 2- Cross-Checking (MSV)

Day 3- Word Study

Day 4- Fluency and Expression

Day 5- Putting It All Together

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Unit Plan Title	If/Then Unit: Readers Get to Know Characters By Performing Their Books
Suggested Time Frame	January/February

Overview / Rationale

Students strengthen their abilities to monitor their reading and take action when they encounter problems. During this unit, readers develop efficient strategies for word solving. Children learn to maintain comprehension in longer texts. Students put it all together and read with fluency, showing off the skills they've developed over the course of the unit.

This unit is also perfect for supporting comprehension work with students in beginning reading levels. It capitalizes on children's natural inclination for imitation and role-playing by inviting them to do this same sort of pretending with the characters in their books. As children take on the roles of characters, they will come to know these characters and the stories in which they live, with real intimacy. This unit celebrates that the most important reason to read is for meaning - to bring books to life!

Stage 1 – Desired Results

WIDA Standards 2020:

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using

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knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A. Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words.

C. Distinguish long and short vowels when reading regularly spelled one-syllable words.

D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

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

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

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

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

Established Goals:

New Jersey Student Learning Standards - English Language Arts (2016)

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.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

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

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

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

SL.1.6. Produce complete sentences when appropriate to task and situation.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Interdisciplinary Connections

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Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

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.

Essential Questions:

- What strategies can readers use to identify unfamiliar words when reading?
- How does recognizing patterns in words help us become better readers?
- How can readers use context clues to figure out the meaning of unfamiliar words in a text?
- What different strategies can we use to help us understand what we read?
- What are the key details in a story?

Enduring Understandings:

Students will understand that...

- Recognizing common letter patterns, using context clues, and applying phonics rules will help to decode unfamiliar words.
- Characters are an important part of a story.
- The importance of reading smoothly and with appropriate phrasing to enhance comprehension.

Knowledge:

Students will know...

- Readers must always use various strategies to read and understand texts.
- Illustrations can be used to help with story details, but decoding prepares readers for texts with no pictures.
- Reading with fluency helps readers understand what they read.

Skills:

Students will be able to...

- Apply strategies they have learned to words they don't know
- Use context to confirm word meaning.
- Keep track of characters and other key details in a story.

Student Resources

Students read diverse books or texts from various genres.

Teacher Resources

Units of Study for Teaching Reading by Lucy Calkins

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- *Grade K-2 If...Then...Curriculum* by Lucy Calkins and Elizabeth Moore

www.heinemann.com

<https://readingandwritingproject.org/>

Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

Can Do Descriptors Grade 1

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

WIDA English Language Development Standards Framework, 2020 Edition

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Go-TO Strategies for ELLs

Go-TO Strategies for ELLs.pdf

<https://drive.google.com/file/d/1r8NFIkI6YQHDJcoG7tewEoXsIKP79dk3/view>

Units of Study for Teaching Reading by Lucy Calkins, ISBN -13:978-0-325-007705-5

- Unit 3: Readers Have Big Jobs to Do by Lucy Calkins, Elizabeth Franco, Havilah

Jespersen and Lindsay Barton; www.heinemann.com

Imagine Learning- <https://www.imaginelearning.com/>

ACCESS for ELLs Practice Test- <https://wida.wisc.edu/assess/access/preparing-students/practice>

Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

The Dinosaur Chase by Hugh Price

Zelda and Ivy: The Runaways by Laura McGee Kvasnosky

1st Grade Reading Skills No 1: How to Slow Down to Break Up Long Words to Break -

<https://www.youtube.com/watch?v=2TPq1JpRxsY>

Reader's Workshop: Readers Use Words They Know to Solve Words They Don't Know -

<https://www.youtube.com/watch?v=UbsPH9f26qY>

6 Fun Ways To Teach Sight Words To Kids - Perfect For Kindergarten And First Grade -

<https://www.youtube.com/watch?v=ELljRpANJrk>

Making a Movie in Your Mind - <https://www.twolittlebirdsteaching.com/teaching-visualizing-2/>

Stage 2 – Assessment Evidence

Formative Assessments

- DRA (Developmental Reading Assessment)
- Running Records
- Conference Notes

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- Small Group Observations
- Engagement Inventory

Summative Assessment

- End of Unit Assessment

Stage 3 – Learning Plan

Multilingual Reading Strategies in First Grade -

<https://www.colorincolorado.org/article/reading-first-grade>

Decoding and comprehension:

Multilingual learners will benefit when they are introduced to reading through sequenced decodable books that build on previously learned letters, sounds, and words. These books start out combining only a few consonants and vowels. Simple decodable books allow ELLs to read engaging and interesting stories even though they may only know a few letter sounds. Fast-paced lessons can include activities for hearing sounds in words, identifying the sounds associated with specific letters, and blending letter sounds into words. You can conduct these phonics activities through games and chants in which the whole-class responds.

After you review the sounds that students will encounter in their decodable books, conduct guided reading so that students follow along in their books as you model fluency. Read the selection again, stopping frequently to help student comprehension by clarifying concepts, teaching unknown words, asking questions about the story, and letting children connect these stories to their own experiences.

After the guided reading, have students reread their decodable books with a partner. They can take turns reading by alternating sentences. This helps them focus on what they are reading because each student only reads a small chunk. Reading with a partner also creates a safety zone where they can feel comfortable reading aloud.

Multilingual Learner Reading Comprehension Strategies:

Reading Comprehension Strategies for English Language Learners | Colorín Colorado - <https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

I. Build background knowledge

Draw on students' existing knowledge- Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class.

Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.

Take students on a "tour of the text"- At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be useful.

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Use a "picture-walk"- This strategy can be used for fiction or non-fiction books. "Walk through" the book with the students, pointing out pictures, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may be related to the story or content.

Use outlines to scaffold comprehension- Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read.

II. Teach vocabulary explicitly

Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").

Use a "picture-walk" for vocabulary- Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give student practice with new words- Ensure that your students can:

- Define a word
- Recognize when to use that word
- Understand multiple meanings (such as the word "party")
- Decode and spell that word

Incorporate new words into discussions and activities- For students to really know a word, they must use it — or they will lose it. Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

III. Check comprehension frequently

Use informal comprehension checks- To test students' ability to sequence material, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

No matter what the proficiency level of the student, ask questions that require higher-level thinking- To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as:

- What ideas can you add to...?
- Do you agree? Why or why not?
- What might happen if...?
- How do you think she felt...?

Use graphic organizers- Graphic organizers allow ELLs to organize information and ideas

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efficiently without using a lot of language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines.

Provide students with lots of different ways to "show what they know"- Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.

Summarize- Ask students to use the following strategies to summarize what they have read (orally or in writing):

- Retell what you read, but keep it short.
- Include only important information.
- Leave out less important details.
- Use key words from the text.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlwgFjgYOfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

Guided Reading Groups are conducted every day (10-15 minutes per group).

● Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document - Checkpoints for Reading Growth 7.17.17 Copy.pdf .

<https://drive.google.com/file/d/1U2YAbpUIS747X1T5e-rfm8FJBqbh1SG/view>

Choose instructional level text that is appropriate for the genre of study.

● For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--Lfn2Yx2znSmp/view>

● Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit?tab=t.0

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Getting Ready: Please read pgs. viii-xv in advance to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAbpUIS747X1T5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.

During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

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Structure of an Interactive/Instructional Read-Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-mI/edit

Note: The Read Aloud at the end of this unit is in addition to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher’s Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time outside of the reading block.

Bend I: Readers Have Ways to Get to Know a Character

In bend I, you will teach students strategies to get to know a character well and to describe what that character does in a story. You’ll invite students to think of characters in books as friends for life - they only need to open the pages of a book anytime they want to see that friend. They’ll learn to pay attention to how characters feel, as well as other story elements to get to know the characters in their books. You may decide to spend up to two weeks on this bend.

Session 1- You will teach students that once they know a character from a book, that character is a friend for life!

Session 2- You will teach students that when readers want to know the characters in new books they begin by using the title of the book, the cover illustration, the title page, and even the back of the book to get themselves ready to read.

Session 3- You will teach students that readers don’t just think about each page separately. They hang on to what they have read across all the pages, and think about what all the pages combined might teach about each character.

Session 4- You will teach students that the end of the book can also teach you a lot about the characters.

Session 5- You will teach students that readers often put themselves in the characters’ shoes to imagine what they are thinking, and what they should say.

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Session 6- You will teach students that readers look at the pictures and the words together because they know that the two work hand-in-hand to tell readers something about the characters.

Session 7- You will teach students that readers check the picture to think about what is happening in the story, imagine a word that would make sense, then look at the word all the way to the end to see if it looks right as well.

Session 8- You will teach students that as they are reading, they can stop and think about how the setting influences the character.

Session 9- You will teach students that when they get together with their reading partner, they might want to retell the important events to make sure that the book is making sense.

Session 10- You will teach students that readers can help their partner retell by asking them questions.

Session 11- You will teach students that sometimes readers have trouble retelling. When this happens, they should go back to the last place where everything made sense and reread from there, paying closer attention to what is happening.

Session 12- You will teach students that readers can also discuss what they noticed about the characters in their books.

Session 13- You will teach students that sometimes the book does not come right out and tell you what the characters are thinking. Sometimes you have to figure it out on your own. To show what you think your characters are thinking, you can add speech bubbles or thought bubbles on Post-its, right onto the pages of your book.”

Bend II: Partners Pretend They Are Characters and Perform Books in Clubs to Become Character Experts

In bend II, children will spend a few days learning to think and talk more about characters in their partnerships, making inferences and growing ideas about them as they role-play and act out parts of the books, using what they know about each character to infer what they might think and say beyond the pages of the text. Midway through the bend they will shift to an exciting new structure, spending a week in character books clubs, dramatizing what’s happening in their stories in order to extend their thinking about characters.

Session 1- You will teach students that one way that readers get to know the characters in their books really well is to become those characters as they read.

Session 2- You will teach students how partners can act out scenes from the texts together.

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Session 3- You will teach students that when partnerships are acting out books, and come to a part where a character doesn't say anything, they can think, 'Hmm,...What might the character say in this part?' and then look closely at the pictures to help imagine those words.

Session 4- You will teach students that readers work with other readers in book clubs. They can get to know the characters in the books so well that they can make them their own.

Session 5- You will teach students that readers can read the first time to just figure out what's happening, but then reread again and again to make the reading smoother and more expressive.

Session 6- You will teach students that readers try out different ways to sound and act like their characters, and then decide on a way that best matches the clues the text provides.

Session 7- You will teach students that readers act out scenes that are beyond what's on the pages; they act out what might come after the last page of the book.

Session 8- You will teach students that club members can share their different ideas about how a book might be performed, and be ready to explain their thinking, knowing that there isn't one "Right Way."

Bend III: Giving the Gift of Reading

In bend III, children will give each other and an audience the gift of reading by preparing a text to perform. This bend extends similar work introduced in sessions and celebrations that appear in other units of study. You should be able to wrap up the unit of study in just one week.

Session 1- You will teach students that they can give the gift of reading. They can think about the people they care about and which stories they would love to hear.

Session 2- You will teach students that they can decide which version of the book is the one they want to perform for the celebration.

Session 3- You will remind students that each book club has goals and they should remind each other to work on their goals.

Session 4- You will teach students that when they are presenting their gift of reading, to make sure that it is as beautiful as possible.

Session 5- You will teach students that if they get stuck on a word, they can back up and get a running start toward that word. Fixing up their reading all by themselves is one of the most important signs that they are growing as a reader.

Session 6- You will teach students as performers get ready to share the gift of reading through a performance, they have decisions to make.

Session 7- You will teach students that they can plan for places to stop and talk about their book with guests. They can use Post-its to mark places where they will stop reading and talk about the book.

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Unit Plan Title	Unit 3: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension
Suggested Time Frame	February/March

Overview / Rationale

This unit moves through four parts. The first bend (part) strengthens readers' abilities to monitor their reading and take action when they encounter problems. The second helps readers develop efficient strategies for word solving, while the third bend helps children maintain comprehension in longer texts. The final bend invites children to put it all together and read with fluency, showing off the skills they've developed over the course of the unit.

Stage 1 – Desired Results

WIDA Standards 2020:

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

L.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.

A. Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

New Jersey Student Learning Standards - English Language Arts (2016)

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.

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

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 figurative language, 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., because).

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.

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- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

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.

Essential Questions:

● What strategies can readers use to identify unfamiliar words when reading? ● How does recognizing patterns in words help us become better readers? ● How can readers use context clues to figure out the meaning of unfamiliar words in a text? ● What different strategies can we use to help us understand what we read? ● What are the key details in a story?

Enduring Understandings:

Students will understand that...

● Recognizing common letter patterns, using context clues, and applying phonics rules will help to decode unfamiliar words. ● Characters are an important part of a story. ● The importance of reading smoothly and with appropriate phrasing to enhance comprehension.

Knowledge:

Students will know...

Skills:

Students will be able to...

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• Readers must always use various strategies to read and understand texts. • Illustrations can be used to help with story details, but decoding prepares readers for texts with no pictures. • Reading with fluency helps readers understand what they read.

• Apply strategies they have learned to words they don't know • Use context to confirm word meaning. • Keep track of characters and other key details in a story.

Student Resources

Students read diverse books or texts from various genres.

Teacher Resources

Units of Study for Teaching Reading by Lucy Calkins

- *Unit 3: Readers Have Big Jobs to Do* by Lucy Calkins, Elizabeth Franco, Havilah Jespersen and Lindsay Barton

www.heinemann.com

<https://readingandwritingproject.org/>

Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

Can Do Descriptors Grade 1

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

WIDA English Language Development Standards Framework, 2020 Edition

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Go-TO Strategies for ELLs

Go-TO Strategies for ELLs.pdf

<https://drive.google.com/file/d/1r8NFIkl6YQHDJcoG7tewEoXsIKP79dk3/view>

Units of Study for Teaching Reading by Lucy Calkins, ISBN -13:978-0-325-007705-5

- *Unit 3: Readers Have Big Jobs to Do* by Lucy Calkins, Elizabeth Franco, Havilah Jespersen and Lindsay Barton; www.heinemann.com

Imagine Learning- <https://www.imaginelearning.com/>

ACCESS for ELLs Practice Test- <https://wida.wisc.edu/assess/access/preparing-students/practice-checkpoints-for-reading-growth-7.17.17-copy.pdf>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlWqFjgYOFXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

The Dinosaur Chase by Hugh Price

Zelda and Ivy: The Runaways by Laura McGee Kvasnosky

1st Grade Reading Skills No 1: How to Slow Down to Break Up Long Words to Break -

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<https://www.youtube.com/watch?v=2TPq1JpRxsY>

Reader's Workshop: Readers Use Words They Know to Solve Words They Don't Know -

<https://www.youtube.com/watch?v=UbsPH9f26qY>

6 Fun Ways To Teach Sight Words To Kids - Perfect For Kindergarten And First Grade -

<https://www.youtube.com/watch?v=ELljRpANJrk>

Making a Movie in Your Mind - <https://www.twolittlebirdsteaching.com/teaching-visualizing-2/>

Stage 2 – Assessment Evidence

Formative Assessments

- Running Records
- Conference Notes
- Small Group Observations

Summative Assessment

- End of Unit Assessment

Stage 3 – Learning Plan

Multilingual Reading Strategies in First Grade -

<https://www.colorincolorado.org/article/reading-first-grade>

Decoding and comprehension:

Multilingual learners will benefit when they are introduced to reading through sequenced decodable books that build on previously learned letters, sounds, and words. These books start out combining only a few consonants and vowels. Simple decodable books allow ELLs to read engaging and interesting stories even though they may only know a few letter sounds. Fast-paced lessons can include activities for hearing sounds in words, identifying the sounds associated with specific letters, and blending letter sounds into words. You can conduct these phonics activities through games and chants in which the whole-class responds.

After you review the sounds that students will encounter in their decodable books, conduct guided reading so that students follow along in their books as you model fluency. Read the selection again, stopping frequently to help student comprehension by clarifying concepts, teaching unknown words, asking questions about the story, and letting children connect these stories to their own experiences.

After the guided reading, have students reread their decodable books with a partner. They can take turns reading by alternating sentences. This helps them focus on what they are reading because each student only reads a small chunk. Reading with a partner also creates a safety zone where they can feel comfortable reading aloud.

Multilingual Learner Reading Comprehension Strategies:

Reading Comprehension Strategies for English Language Learners | Colorín Colorado -

<https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

I. Build background knowledge

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Draw on students' existing knowledge- Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class.

Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.

Take students on a "tour of the text"- At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be useful.

Use a "picture-walk"- This strategy can be used for fiction or non-fiction books. "Walk through" the book with the students, pointing out pictures, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may be related to the story or content.

Use outlines to scaffold comprehension- Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read.

II. Teach vocabulary explicitly

Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").

Use a "picture-walk" for vocabulary- Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give student practice with new words- Ensure that your students can:

- Define a word
- Recognize when to use that word
- Understand multiple meanings (such as the word "party")
- Decode and spell that word

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Incorporate new words into discussions and activities- For students to really know a word, they must use it — or they will lose it. Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

III. Check comprehension frequently

Use informal comprehension checks- To test students' ability to sequence material, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

No matter what the proficiency level of the student, ask questions that require higher-level thinking- To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as:

- What ideas can you add to...?
- Do you agree? Why or why not?
- What might happen if...?
- How do you think she felt...?

Use graphic organizers- Graphic organizers allow ELLs to organize information and ideas efficiently without using a lot of language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines.

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<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Choose instructional level text that is appropriate for the genre of study.

- For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--Lfn2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnOTRschDyo7kvSl64_rHVwxV64bM/edit?tab=t.0

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Getting Ready: Please read pgs. viii-xv in advance to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.

During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama,

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and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-ml/edit

Note: The Read Aloud at the end of this unit is in addition to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time outside of the reading block.

Part 1- Readers Have Important Jobs to Do-Approximately 6 Days

Standards:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Mentor Text- The Dinosaur Chase by Hugh Price

Teacher Objective: Teachers will teach students that they are the boss of their own reading. Students will learn that when they encounter challenges, it is up to them to take charge and solve the problems using the strategies they are learning.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 3.1 pg. 99) Keep Your Eyes on the Words

- Strategy- When you come to an unfamiliar word, remind yourself of what you know to decode the word and blend the sounds. Try it. Keep your eyes focused on the word you're working on.

Lesson-Session 2 pg. 10 - Readers Use Everything They Know to Solve a Word

You will teach children that being in charge of their reading means using more than one strategy to figure out the hard parts, trying something and then something else to get the job done.

Note: The Science of Reading states that children who are struggling to read might overly rely on the pictures and illustrations in texts. Those children who have difficulty decoding texts often guess words based on the illustration and insert incorrect words into the story. Without adequate phonological awareness skills (the ability to use, discriminate, and manipulate sounds), decoding and comprehension will ultimately suffer once those illustrations aren't there anymore.

Because of this, Session 1 was skipped, so the anchor chart used in this unit incorrectly starts with Check the picture. If you want to use the anchor chart, Good Habits for Solving Hards Words, recreate your own, eliminating Check the picture or moving to the end of the list.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 3.10 pg. 108) If You Slowed to Decode, Go Back Over the Road

- When you come to an unfamiliar word, it's important you slow down to decode it using a strategy(ies) you know that will work in that instance. Then go back and reread the sentence with the word you figured out to be sure it makes sense with the rest of the words.

Lesson-Session 3 pg. 17 - Readers "Check It!" to Self-Monitor

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You will teach students that after solving a tricky word, readers always do a triple-check, asking, “Does it make sense?” “Does it look right?” “Does it sound right?”

Lesson-Session 4 pg. 25 - Readers Make a Plan

You will teach students that readers reflect on strategies they use and make a plan to be the best readers they can be.

Lesson-Session 5 pg. 27 - Readers Get Help When They Need It

You will teach students that they can call on their partner to help them use strategies and check their reading, especially when it’s really tough.

Part 2- Readers Add New Tools to Read Hard Words-Approximately 8 Days

Standards:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

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

Mentor Text- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky

Teacher Objective- You will teach students how to describe story elements and ask and answer questions.

Lesson-Session 6 pg. 36 - Readers Think about the Story to Problem Solve Words

You will teach students to think about what is happening in the story to help them problem-solve a difficult word.

Note: In the side notes on pg. 37, it says, “In the first unit, Building Good Reading Habits, you taught children to look at the picture to search for meaning. As books become more complex, the pictures become less supportive and in some cases can actually be misleading. This session teaches students not just to think about what is happening on one page, but also to hold on to previous parts of the text, in essence summarizing to help them use meaning as a source of information.” Even though you should not have taught your students to look at the picture first to search for meaning, this lesson still holds true in that students cannot look at (or summarize) one page to get the full meaning of an unknown word.

Lesson:Session 7 pg. 43 - Readers Think about What Kind of Word Would Fit

You will teach students that readers listen carefully as they read to consider what word might come next, thinking, “What kind of word would fit here?”

Lesson:Session 8 pg. 50 - Readers Slow Down to Break Up Long Words

You will remind readers to slow down to break up longer words part by part.

This video uses the actual words from the lesson.

- 1st Grade Reading Skills No 1: How to Slow Down to Break Up Long Words to Break - <https://www.youtube.com/watch?v=2TPq1JpRxsY>

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Added Lesson (Lesson 3.22 pg. 120) Take the Word Apart, Then Put It Back Together: Syllables

- Find the syllable breaks to read a longer word syllable by syllable. Remember there is at

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least one vowel in every syllable (see chart), so start by underlining (or finding) each vowel. Break the word apart keeping at least one vowel in each syllable. Pronounce each syllable. Blend them together.

Lesson-Session 9 pg. 58 - Readers Use Words They Know to Solve Words They Don't Know

You will teach students to use the strategy of analogy, solving a new word by recalling one that looks similar. This video can be used as a reference or to teach the lesson.

Reader's Workshop: Readers Use Words They Know to Solve Words They Don't Know - <https://www.youtube.com/watch?v=UbsPH9f26qY>

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 3.12 pg. 110) Apply Phonics and Word Study to Book Reading

- When you're trying to decode a word, make sure you think, "Have I seen a word like this or letter pattern like this during word study or phonics?" If so, use what you know to help you read the word.

Lesson-Session 10 pg. 66 - Readers Try Sounds Many Ways to Figure Out Words

You could teach students to be flexible in their attempts to solve words - using what they know about letter combinations and trying many ways to get the word right.

Lesson-Session 11 pg. 69 - Readers Use Sight Words to Read Fluently

You will remind students to read sight words in continuous text fluently, and to expand their repertoire of known words by rereading. Use the video as a resource for teaching sight words.

6 Fun Ways To Teach Sight Words To Kids - Perfect For Kindergarten And First Grade - <https://www.youtube.com/watch?v=ELjRpANJrk>

Part 3- Readers Use Tools to Understand Their Books-Approximately 7 Days

Standards:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Mentor Text- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky

Teacher Objective- You will teach students to use illustration and details when discussing a story. You will also teach students to identify similarities and differences between two literary texts.

Lesson-Session 12 pg. 76 - Readers Work to Understand, Rereading If They Don't Get It

You will teach students to monitor for meaning not only when they're solving words, but also as they read across whole parts of longer, more challenging books, checking to make sure they understand each part of what they read, and rereading when they don't get it.

Lesson-Session 13 pg. 82 - Readers Make Mind Movies to Picture What's Happening

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You will teach children to envision the scene as they read, using the pictures and the words to make a movie in their mind. This teacher resource provides strategies for teaching this lesson. Making a Movie in Your Mind - <https://www.twolittlebirdsteaching.com/teaching-visualizing-2/>
Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 6.1 pg. 207) Identify Characters Using Pictures and Names

- As you read a book, remind yourself who the characters are. Look at the illustrations to see who is pictured. Look for names in the story. List (aloud or on a sticky note) the facts you know about them from the book.

Lesson-Session 14 pg. 88 - Readers Keep Track of Who's Talking as They Read

You will teach children that to really understand the story, readers need to keep track of who's talking, the dialogue, as they read.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 6.13 pg. 219) Compare Characters

- Think of two characters from within one book or from two different books that are similar. Use categories to compare them (some ideas are: traits, how they handle challenges, likes and dislikes, interests, change, lesson learned). Explain what's similar within each category and/or what's different.

- This lesson can be broken down into two days. The first day students can compare Zelda and Ivy. The second day they can compare Zelda and Ivy to Frog and Toad.

Make sure comparisons are relevant to the details of the story and don't take readers off context.

Lesson-Session 15 pg. 91 - Readers Don't Just Read Words, They Understand Words

You will remind children how to stop and use clues in the illustrations and the text to infer the meaning of unfamiliar vocabulary, extending what they learned to do with nonfiction books to all the books they read.

Part 4- Readers Use Everything They Know to Get the Job Done-Approximately 13 Days
Standard:

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension

Mentor Texts:

Tumbleweed Stew by Susan Stevens Crummel

Frog and Toad Are Friends by Arnold Lobel

Teacher Objective: You will teach students how to read fluently.

Lesson-Session 16 pg. 100 - Readers Use Everything They Know to Get the Job Done Quickly!

You will teach students to use everything they know, drawing from their full repertoire of word-solving strategies, to tackle challenges with greater automaticity.

Lesson-Session 17 pg. 106 - Readers Investigate Ways to Make Their Reading Sound Great

You will guide students in noticing and naming what makes an audio book engaging for the

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listener and then apply these same strategies to improve their fluency.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 4.6 pg. 138) Find a Good Pace: Fluent, Not Fast

- Listen to yourself as you're reading, whether you're reading aloud or silently. If you're losing track of the text's meaning, slow down. Read smoothly, pausing at the punctuation, but don't rush.

Added Lesson (Lesson 4.7 pg. 139) Read in Your Head Like You Read Aloud

- When you read aloud, your pacing, phrasing, and expression all impact how you understand. When you read silently, be sure you are hearing your own (well-paced, smooth, expressive) voice in your head. If you notice you can't hear it, switch reading aloud a bit before returning to silent reading.

Lesson-Session 18 pg. 112 - Partners Work Together to Make Their Reading Sound Its Very Best

You will teach partners to give each other feedback to improve their reading fluency.

Read Aloud-Sessions 1-3

Read-Aloud and Shared Reading

You will expose students to richer literature than the books they are likely reading independently. You will use the suggested picture books or choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Text- Frog and Toad Are Friends by Arnold Lobel

You will teach students to share ideas and questions when discussing text.

Shared Reading- (5 Days)

Tumbleweed Stew by Susan Stevens Crummel

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Lesson 1- Warm-up and Book Introduction

Focus:

- Rally readers to be the boss of their reading, building on the goal of the unit.
- Coach students through the process of efficiently trying multiple strategies.
- Remind students of word-solving skills they've been learning all year, and provide practice with the new skills they are building in this unit.

Lesson 2- Cross-Checking Sources of Information

Focus:

- Orchestrate multiple sources of information to solve unknown words.
- Check to see that the reading makes sense, sounds right, and looks right.

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- Practice using word-solving and word-checking strategies.
- Read for comprehension.
- Develop more fluency.

Lesson 3- Word Solving

Focus:

- Build a sight word vocabulary.
- Study phonics.
- Grow new vocabulary.
- Connect what we know about words to our reading.
- Reread texts with more word automaticity and fluency.

Lesson 4- Fluency

Focus:

- Read with fluency (appropriate pacing, parsing, and prosody).
- Draw attention to different types of punctuation.
- Read for meaning.

Day 5- Putting It All Together

- Read for comprehension focusing on basic word-solving skills.

Note: Focus on letters, sounds, and blending the sounds to make words.

Session 1- You Be the Boss! Readers Say, “I Can Do This!”

You will teach students that when readers take charge of their reading, they stop at the first sign of trouble and then try something to solve the problem.

Session 2 - Readers Use *Everything* They Know to Solve a Word

You will teach children that being in charge of their reading means using more than one strategy to figure out the hard parts, trying something and then something else to get the job done.

Session 3 - Readers “Check It!” to Self-Monitor

You will teach students that after solving a tricky word, readers always do a triple-check, asking, “Does it make sense” “Does it look right?” “Does it sound right?”

Session 4 - Readers Make a Plan

You will teach students that readers reflect on strategies they use and make a plan to be the best readers they can be.

Session 5 - Readers Get Help When They Need It

You will teach students that they can call on their partner to help them use strategies and check their reading, especially when it’s really tough.

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Session 6 - Readers Think about the Story to Problem Solve Words

You will teach students to think about what is happening in the story to help them problem-solve a difficult word.

Session 7 - Readers Think about What Kind of Word Would Fit

You will teach students that readers listen carefully as they read to consider what word might come next, thinking, “What kind of word would fit here?”

Session 8 - Readers Slow Down to Break Up Long Words

You will remind readers to slow down to break up longer words part by part.

Session 9 - Readers Use Words They Know to Solve Words They Don’t Know

You will teach students to use the strategy of analogy, solving a new word by recalling one that looks similar.

Session 10 - Readers Try Sounds Many Ways to Figure Out Words

You could teach students to be flexible in their attempts to solve words - using what they know about letter combinations and trying many ways to get the word right.

Session 11 - Readers Use Sight Words to Read Fluently

You will remind students to read sight words in continuous text fluently, and to expand their repertoire of known words by rereading.

Session 12 - Readers Work to Understand, Rereading If They Don’t Get It

You will teach students to monitor for meaning not only when they’re solving words, but also as they read across whole parts of longer, more challenging books, checking to make sure they understand each part of what they read, and rereading when they don’t get it.

Session 13 - Readers Make Mind Movies to Picture What’s Happening

You will teach children to envision the scene as they read, using the pictures and the words to make a movie in their mind.

Session 14 - Readers Keep Track of Who’s Talking as They Read

You will teach children that to really understand the story, readers need to keep track of who’s talking, the dialogue, as they read.

Session 15 - Readers Don’t Just Read Words, They Understand Words

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You will remind children how to stop and use clues in the illustrations and the text to infer the meaning of unfamiliar vocabulary, extending what they learned to do with nonfiction books to all the books they read.

Session 16 - Readers Use Everything They Know to Get the Job Done *Quickly!*

You will teach students to use everything they know, drawing from their full repertoire of word-solving strategies, to tackle challenges with greater automaticity.

Session 17 - Readers Investigate Ways to Make Their Reading Sound Great

You will guide students in noticing and naming what makes an audio book engaging for the listener and then apply these same strategies to improve their fluency.

Session 18 - Partners Work Together to Make Their Reading Sound Its Very Best

You will teach partners to give each other feedback to improve their reading fluency.

Read Aloud-Sessions 1-3

You will teach students to share ideas and questions when discussing text.

Shared Reading- (5 Days)

Day 1- Warm Up, Book Introduction, and MSV

Day 2- Cross-Checking Sources of Information (MSV)

Day 3- Word Solving

Day 4- Fluency

Day 5- Putting It All Together

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Unit Plan Title	Unit 4: Meeting Characters and Learning Lessons: A Study of Story Elements
Suggested Time Frame	April / May

Overview / Rationale

This unit is divided into four parts. The first bend (part) invites readers to track the events of the story - paying attention to the shifts in setting, using pictures and words to keep track of the story events and “keep up” with the character. The second bend shifts to a closer study of characters, helping readers learn all they can about the main and secondary characters and to grow ideas about how they feel, as well as what they might be saying or thinking, in order to sound like the characters, reading in a way that brings them to life. The third bend digs deeper, supporting children in pulling the life lessons from their stories. The fourth bend encourages readers to recommend favorite books to others, passing along those life lessons.

Stage 1 – Desired Results

Established Goals:

WIDA Standards 2020:

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

New Jersey Student Learning Standards - English Language Arts 2023

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g.,

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who, what, where, when, why, how).

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

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

New Jersey Student Learning Standards - English Language Arts (2016)

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.

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

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

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

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.

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.1.6. 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., because).

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

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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.

Student Resources

Students read diverse books or texts from various genres.

Teacher Resources

Units of Study for Teaching Reading by Lucy Calkins

- *Unit 4: Grade 1 Meeting Characters and Learning Lessons: A Study of Story Elements* by Lucy Calkins and Elizabeth Dunford Franco

www.heinemann.com

<https://readingandwritingproject.org/>

Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

Can Do Descriptors Grade 1

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

WIDA English Language Development Standards Framework, 2020 Edition

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Go-TO Strategies for ELLs

Go-TO Strategies for ELLs.pdf

<https://drive.google.com/file/d/1r8NFIk6YQHDJcoG7tewEoXsIKP79dk3/view>

Units of Study for Teaching Reading by Lucy Calkins, ISBN-13: 978-0-325-07702-2

- *Unit 4: Grade 1 Meeting Characters and Learning Lessons: A Study of Story Elements* by Lucy Calkins and Elizabeth Dunford Franco; www.heinemann.com

Imagine Learning- <https://www.imaginelearning.com/>

ACCESS for ELLs Practice Test- <https://wida.wisc.edu/assess/access/preparing-students/practice>

Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlWqFjgYQfXVnFKfHWKJGSg-OpvqGEnRgs-3Jt_gY/edit?tab=t.0

How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Summarizing vs. Retelling -

<https://learningattheprimarypond.com/blog/reading-comprehension-summarizing-retell/>

How to Retell a Story - <https://www.youtube.com/watch?app=desktop&v=w33-m8-geuM>

First Graders Share Their Favorite Books - https://www.youtube.com/watch?v=sM_ctfSZOIA

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<p>Essential Questions: ● How do readers retell a story? ● How do readers make good predictions as they read? ● How do readers become the characters? ● How do readers identify the life lesson in the story? ● How do readers keep track of the story elements?</p>	<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● All stories have story elements. ● Authors write stories about characters who have problems like them. ● Readers can walk in the character's shoes or become the character. ● Characters in all stories, like people, can learn the same life lessons.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Readers reread stories for understanding. ● Readers retell stories by explaining the characters, setting, and the main events. ● Stories revolve around a main character who learns a lesson over time. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Retell a story. ● Make predictions based on the story elements. ● Analyze characters and become them. ● Identify life lessons in stories. ● Compare story elements and themes. ● Make book recommendations.

Stage 2 – Assessment Evidence

Formative Assessments

- DRA (Developmental Reading Assessment)
- Running Records
- Conference Notes
- Small Group Observations
- Engagement Inventory
- Reading Interest Survey

Summative Assessment

- End of Unit Assessment

Stage 3 – Learning Plan

Multilingual Reading Strategies in First Grade -

<https://www.colorincolorado.org/article/reading-first-grade>

Listening comprehension

Listening to stories read aloud by the teacher is one effective way for students to enrich vocabulary. It is also an easier way for you to introduce comprehension skills such as the main idea and cause and effect because the students are not having to do the arduous work of decoding, learning new words, and trying to comprehend the story while also attempting to think about elements of the story.

You can do this through discussions with students or by thinking aloud about what might be the main idea or the cause and effect in a section you just finished reading. When reading aloud:

- Show and read the front and back pages of the book, as well as the dedication or table of contents page.
- Use pictures, maps, objects, or drawings on the board.

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- Provide background knowledge on concepts that students will need to comprehend the story.
- Introduce the characteristics/elements of the story (characters, setting, problem, solution, plot).
- Pre-teach five to six key words they will encounter frequently and will need to use for the discussions.
- Model how a reader self-corrects when making a mistake.
- Think aloud about what you are reading; stop every once in a while and summarize what you have read so far.
- Provide opportunities for students to summarize or retell the story through dramatic retellings; or use picture cards to put the story's events in sequence.

Multilingual Learner Reading Comprehension Strategies:

Reading Comprehension Strategies for English Language Learners | Colorín Colorado -

<https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

I. Build background knowledge

Draw on students' existing knowledge- Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class.

Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.

Take students on a "tour of the text"- At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be useful.

Use a "picture-walk"- This strategy can be used for fiction or non-fiction books. "Walk through" the book with the students, pointing out pictures, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may be related to the story or content.

Use outlines to scaffold comprehension- Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read.

II. Teach vocabulary explicitly

Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").

Use a "picture-walk" for vocabulary- Once students know a new word's definition, ask them to

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connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give student practice with new words- Ensure that your students can:

- Define a word
- Recognize when to use that word
- Understand multiple meanings (such as the word "party")
- Decode and spell that word

Incorporate new words into discussions and activities- For students to really know a word, they must use it — or they will lose it. Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

III. Check comprehension frequently

Use informal comprehension checks- To test students' ability to sequence material, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

No matter what the proficiency level of the student, ask questions that require higher-level thinking- To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as:

- What ideas can you add to...?
- Do you agree? Why or why not?
- What might happen if...?
- How do you think she felt...?

Use graphic organizers- Graphic organizers allow ELLs to organize information and ideas efficiently without using a lot of language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines.

Provide students lots of different ways to "show what they know"- Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.

Summarize- Ask students to use the following strategies to summarize what they have read (orally or in writing):

- Retell what you read, but keep it short.
- Include only important information.
- Leave out less important details.
- Use key words from the text.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlwgFjgYOfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

Guided Reading Groups are conducted every day (10-15 minutes per group).

- Use data to group students. Choose an instructional level text and increase the level as

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students become proficient readers.

- Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAbpUIS747X1T5e-rfm8FJBqbh1SG/view>

- Choose instructional level text that is appropriate for the genre of study.

- For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--Lfn2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template -

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnOTRschDyo7kvSl64_rHVwxV64bM/edit?tab=t.0

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Getting Ready: Please read pgs. viii-xv in advance to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAbpUIS747X1T5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.

During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.

- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.

- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.

- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.

- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

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Copy of Interactive/Instructional Read Aloud March 2023

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS619KRHTvrxMqTy57O1M-ml/edit

Note: The Read Aloud at the end of this unit is in addition to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time outside of the reading block.

Part 1-Going on Reading Adventures-Approximately 6 Days

Standards:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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

Mentor Text: Iris and Walter and the Field Trip by Elissa Haden Guest

Teacher Objective: Teachers will teach students how to keep up with the characters and details of the story so that they can make predictions as well as retell the main events in the story.

Students will learn to expect a new adventure with each story they read and to look for life lessons they learn with the characters.

Lesson-Session 1 pg. 2 - Readers Preview Stories to Get Ready for Reading Adventures

You will remind children to take a sneak peek before they read to get ready for each new reading adventure.

Lesson-Session 2 pg. 10 - Readers Use the Storyline to Predict

You will teach children to use what is happening in the story to predict what will come next.

Lesson-Session 3 pg. 16 - Readers Retell to Retain the Story

You will encourage children to mark important parts in their books to retell and retain the story.

This teacher resource explains the difference between a retell and a summary.

- Summarizing vs. Retelling -

<https://learningattheprimarypond.com/blog/reading-comprehension-summarizing-retell/>

This video can be used to show students how to retell a story.

- Retell a Story - <https://www.youtube.com/watch?app=desktop&v=w33-m8-geuM>

Lesson-Session 4 pg. 22 - Readers Revisit Books to Notice More

You will remind children of the importance of rereading, teaching them to reread to notice new details in their stories.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 5.1 pg. 165) Touch, Look, Retell

- When you finish reading a book and want to go back to retell, you can touch the first page where something important happened, look at any pictures on the page, and tell what happened. Then turn until you find a page with another important event: touch, look, retell. Keep going through the entire book.

Lesson-Session 5 pg. 28 - Readers Reread to Notice Pages that Go Together

You could teach children that when readers reread, they might notice patterns in the important events.

Part 2-Studying Characters in Books-Approximately 11 Days

Standards:

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

RL.PP.1.5. Identify who is telling the story at various points in a text.

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RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Mentor Text: Mr. Putter & Tabby Drop the Ball by Cynthia Rylant & Arthur Howard

Teacher Objective: You will teach students how to describe story elements, identify who is telling the story, and to use illustrations and details when discussing a story.

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Lesson-Session 6 pg. 32 - Learning about the Main Character

You will remind students that characters are the most important ingredient in any story, and that when readers go on reading adventures, they pay attention to details to learn all they can about the characters they meet along the way.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 6.1 pg. 207) Identify Characters Using Pictures and Names

- As you read a book, remind yourself who the characters are. Look at the illustrations to see who is pictured. Look for the names in the story. List (aloud or on a sticky note) the facts you know about them from the book.

Lesson-Session 7 pg. 38 - Readers Learn about Characters by Noticing Their Relationships

You will teach children that to get to know a character better, it helps to pay attention to the relationships in the story.

Lesson-Session 8 pg. 45 - Rereading to Learn More about Characters

You will teach children that readers reread not only to see new things about the story, but to learn more about the characters as well.

Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 6.6 pg. 212) Put On the Character's Face

- Pay close attention to the picture. Look at the expression on the character's face. Make the face yourself. Think, "How is the character feeling?"

Added Lesson (Lesson 6.5 pg. 210) Think About How the Character is Feeling

- Imagine yourself to be in the same situation as the character, or remember a time when you were. Think about how you felt or would feel. Then, use a word to describe that feeling.

Lesson-Session 9 pg. 51 - Readers Become the Character

You could teach children that when they get to know a character really well, they don't just follow the character and should like the character. They become the character.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 6.3 pg. 209) Role-Play to Understand Characters

- With a partner, choose a scene. Act out the scene as if you are the characters (or use puppets). Try to talk in the voice of the character and move like the character would move. When you finish acting out the scene, stop and talk about the characters.

Lesson-Session 10 pg. 54 - Characters' Feelings Change, and So Do Readers' Voices

You will teach children that readers can expect that a character's feelings will change across the story and that they'll need to adapt their reading voices to show these changes.

Lesson-Session 11 pg. 61 - Clues Help Readers Know How to Read a Story

You will teach children that authors leave clues in their stories that help readers know how to read so they can bring the characters to life.

Lesson-Session 12 pg. 67 - Readers Reread to Smooth out Their Voices and Show Big

Feelings You could remind children that readers reread to see new details and to learn more

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about the characters, but they also reread to make their voices smooth and to show the characters' big feelings.

Part 3-Learning Important Lessons-Approximately 7 Days

Standards:

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Teacher Objective: You will teach students how to identify the central message.

Mentor Texts: Gather a collection of familiar books (if possible) prior to teaching Part 3. See the Getting Ready section in each Session. Students will be comparing and categorizing texts.

Choose titles for this work.

Lesson-Session 13 pg. 70 - Discovering the Lessons Familiar Stories Teach

You will teach children to notice the lessons in their books by paying attention to what the character learns when a problem gets solved.

Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 7.2 pg. 240) Give Advice to the Character

- Notice when a character acts in a way that surprises or worries you. Think, "Should they be doing that? What have I learned in my life that they could learn?" Give advice to the character by saying, "You should/shouldn't ____ because ____."

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Added Lesson (Lesson 7.4 pg. 242) Learn from Character Changes

- Pause in a place where the character's feelings or traits change. Notice what causes the character to change. Think, "What did they learn in that moment of change?"

Lesson-Session 14 pg. 77 - Readers Always Keep Life Lessons in Mind

You will teach children that readers think about life lessons all the time even before they start a new book and they use those thoughts to read differently, thinking right from the start about what lesson the book might teach.

Lesson-Session 15 pg. 83 - Readers Make Comparisons

You will teach children that readers compare and contrast books by asking, "What's the same? What's different?"

Lesson-Session 16 pg. 89 - Readers Group Books by the Lessons They Teach

You will teach children that as readers compare books, they think about categories and begin to group stories that teach similar lessons.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo

Added Lesson (Lesson 7.8 pg. 246) Connect Texts to Texts to Find Lessons

- Remember the stories you've read and what lessons you learned from reading them. Think about the story you're reading now. Do any of the lessons from the other books apply to this one?

Part 4-Growing Opinions About Books-Approximately 10 Days

Standard:

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SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Lesson-Session 17 pg. 96 - Readers Share Their Opinions about Books

You will teach children that readers who know books well have strong opinions. And readers don't keep those opinions to themselves.

This video can be shown to students as examples of recommendations.

First Graders Share Their Favorite Books - https://www.youtube.com/watch?v=sM_ctfSZ0IA

Lesson- Session 18 pg. 102 - Readers Rehearse What They Will Say

You could teach children that rehearsing is an important part of giving a book recommendation.

Rehearsing makes their speaking voices smoother.

Note: This can be a 2-day lesson. Students rehearse and finalize recommendations. Students share recommendations.

Read Aloud-Sessions 1-2

Read-Aloud and Shared Reading

You will expose students to richer literature than the books they are likely reading independently.

You will use the suggested picture books or choose picture books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Text- Upstairs Mouse, Downstairs Mouse by Wong Herbert Yee

You will teach students to share ideas and questions when discussing text.

Shared Reading- (5 Days)

George and Martha One More Time by James Marshall

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Lesson 1- Warm-up and Book Introduction

Focus:

- Reading for comprehension (learning about the characters).
- Using strategies to solve tricky words or new vocabulary.

Lesson 2- Cross-Checking Sources of Information

Focus:

- Reading for comprehension.
- Rereading to learn more about the characters.
- Checking that what we read makes sense, sounds right, and looks right.

Lesson 3- Word Solving

Focus:

- Studying phonics.
- Growing new vocabulary.
- Connecting what we know about words to our reading.
- Rereading texts with more word automaticity and fluency.

Lesson 4- Fluency

Focus:

- Reading with a focus on fluency: maintaining rate, prosody, and expression.
- Drawing attention to different types of end punctuation marks.

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- Reading for meaning.
- Day 5- Putting It All Together
- Using everything you've learned this week

Session 1 - Readers Preview Stories to Get Ready for Reading Adventures

You will remind children to take a sneak peek before they read to get ready for each new reading adventure.

Session 2 - Readers Use the Storyline to Predict

You will teach children to use what is happening in the story to predict what will come next.

Session 3 - Readers Retell to Retain the Story

You will encourage children to mark important parts in their books to retell and retain the story.

Session 4 - Readers Revisit Books to Notice More

You will remind children of the importance of rereading, teaching them to reread to notice new details in their stories.

Session 5 - Readers Reread to Notice Pages that Go Together

You could teach children that when readers reread, they might notice patterns in the important events.

Session 6 - Learning about the Main Character

You will remind students that characters are the most important ingredient in any story, and that when readers go on reading adventures, they pay attention to details to learn all they can about the characters they meet along the way.

Session 7 - Readers Learn about Characters by Noticing Their Relationships

You will teach children that to get to know a character better, it helps to pay attention to the relationships in the story.

Session 8 - Rereading to Learn More about Characters

You will teach children that readers reread not only to see new things about the story, but to learn more about the characters as well.

Session 9 - Readers Become the Character

You could teach children that when they get to know a character really well, they don't just follow the character and should like the character. They become the character.

Session 10 - Characters' Feelings Change, and So Do Readers' Voices

You will teach children that readers can expect that a character's feelings will change across the story and that they'll need to adapt their reading voices to show these changes.

Session 11 - Clues Help Readers Know How to Read a Story

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You will teach children that authors leave clues in their stories that help readers know how to read so they can bring the characters to life.

Session 12 - Readers Reread to Smooth out Their Voices and Show Big Feelings

You could remind children that readers reread to see new details and to learn more about the characters, but they also reread to make their voices smooth and to show the characters' big feelings.

Session 13 - Discovering the Lessons Familiar Stories Teach

You will teach children to notice the lessons in their books by paying attention to what the character learns when a problem gets solved.

Session 14 - Readers Always Keep Life Lessons in Mind

You will teach children that readers think about life lessons all the time even before they start a new book and they use those thoughts to read differently, thinking right from the start about what lesson the book might teach.

Session 15 - Readers Make Comparisons

You will teach children that readers compare and contrast books by asking, "What's the same? What's different?"

Session 16 - Readers Group Books by the Lessons They Teach

You will teach children that as readers compare books, they think about categories and begin to group stories that teach similar lessons.

Session 17 - Readers Share Their Opinions about Books

You will teach children that readers who know books well have strong opinions. And readers don't keep those opinions to themselves.

Session 18 - Readers Rehearse What They Will Say

You could teach children that rehearsing is an important part of giving a book recommendation. Rehearsing makes their speaking voices smoother.

Read Aloud-Sessions 1-2

You will teach students to share ideas and questions when discussing text.

Shared Reading- (5 Days)

Day 1- Warm Up, Book Introduction, and MSV

Day 2- Cross-Checking Sources of Information (MSV)

Day 3- Word Study

Day 4- Fluency

Day 5- Putting It All Together

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Unit Plan Title	If/Then Unit: Reading Nonfiction Cover to Cover: Non-fiction Book Clubs
Suggested Time Frame	May / June

Overview / Rationale

This unit will teach children to improve their non-fiction reading skills and to work on their speaking and listening skills. They will move from simply “fact collecting,” to a deeper understanding of main ideas and supporting information. They will also learn to take the information provided in one book and add it to information learned in another, and another, thinking and learning about a topic across many texts, not just one. Children will work collaboratively in a book club to become experts on a chosen topic.

Stage 1 – Desired Results

WIDA Standards 2020:

ELD-SI.K-3.Narrate

- Share ideas about one’s own and others’ lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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

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RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

New Jersey Student Learning Standards - English Language Arts (2016)

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.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies K-2 (2020)

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- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

New Jersey Student Learning Standards for Science - Grade 1 (2020)

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.]

1-LS1-2. Read texts and use media to determine patterns in the behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]

Interdisciplinary Connections

Teachers and students read books or texts from various genres. The topics include, but are not limited to the arts, math, science, and social studies. The goal is to apply learned reading

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strategies to all subject areas and this is done through student choice of books and the mentor texts used for instruction.

Career Readiness, Life Literacies, and Key Skills (2020)

Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Computer Science and Design Thinking (2020)

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.

Essential Questions:

- What strategies can readers use to identify unfamiliar words when reading?
- How does recognizing patterns in words help us become better readers?
- How can readers use context clues to figure out the meaning of unfamiliar words in a text?
- What different strategies can we use to help us understand what we read?
- What are the key details in a story?

Enduring Understandings:

Students will understand that...

- Recognizing common letter patterns, using context clues, and applying phonics rules will help to decode unfamiliar words.
- Characters are an important part of a story.
- The importance of reading smoothly and with appropriate phrasing to enhance comprehension.

Knowledge:

Students will know...

- Readers must always use various strategies to read and understand texts.
- Illustrations can be used to help with story details, but decoding prepares readers for texts with no pictures.
- Reading with fluency helps readers understand what they read.

Skills:

Students will be able to...

- Apply strategies they have learned to words they don't know
- Use context to confirm word meaning.
- Keep track of characters and other key details in a story.

Student Resources

Students read diverse books or texts from various genres.

Teacher Resources

Units of Study for Teaching Reading by Lucy Calkins

- *If...Then... Curriculum: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs* by Lucy Calkins and Elizabeth Moore

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www.heinemann.com

<https://readingandwritingproject.org/>

Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

Can Do Descriptors Grade 1

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

WIDA English Language Development Standards Framework, 2020 Edition

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Go-TO Strategies for ELLs

Go-TO Strategies for ELLs.pdf

<https://drive.google.com/file/d/1r8NFikl6YOHDJcoG7tewEoXsIKP79dk3/view>

Units of Study for Teaching Reading by Lucy Calkins, ISBN-13: 978-0-325-07702-2

● Unit 4: Grade 1 Meeting Characters and Learning Lessons: A Study of Story Elements by Lucy Calkins and Elizabeth Dunford Franco; www.heinemann.com

Imagine Learning- <https://www.imaginelearning.com/>

ACCESS for ELLs Practice Test- <https://wida.wisc.edu/assess/access/preparing-students/practice>

Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlWqFjgYOfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Summarizing vs. Retelling -

<https://learningattheprimarypond.com/blog/reading-comprehension-summarizing-retell/>

How to Retell a Story - <https://www.youtube.com/watch?v=w33-m8-geuM>

First Graders Share Their Favorite Books - https://www.youtube.com/watch?v=sM_ctfSZOIA

Stage 2 – Assessment Evidence

Formative Assessments

- DRA (Developmental Reading Assessment)
- Running Records
- Conference Notes
- Small Group Observations
- Engagement Inventory
- Reading Interest Survey

Summative Assessment

- End of Unit Assessment

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Stage 3 – Learning Plan

Multilingual Reading Strategies in First Grade -

<https://www.colorincolorado.org/article/reading-first-grade>

Listening comprehension

Listening to stories read aloud by the teacher is one effective way for students to enrich vocabulary. It is also an easier way for you to introduce comprehension skills such as the main idea and cause and effect because the students are not having to do the arduous work of decoding, learning new words, and trying to comprehend the story while also attempting to think about elements of the story.

You can do this through discussions with students or by thinking aloud about what might be the main idea or the cause and effect in a section you just finished reading. When reading aloud:

- Show and read the front and back pages of the book, as well as the dedication or table of contents page.
- Use pictures, maps, objects, or drawings on the board.
- Provide background knowledge on concepts that students will need to comprehend the story.
- Introduce the characteristics/elements of the story (characters, setting, problem, solution, plot).
- Pre-teach five to six key words they will encounter frequently and will need to use for the discussions.
- Model how a reader self-corrects when making a mistake.
- Think aloud about what you are reading; stop every once in a while and summarize what you have read so far.
- Provide opportunities for students to summarize or retell the story through dramatic retellings; or use picture cards to put the story's events in sequence.

Multilingual Learner Reading Comprehension Strategies:

Reading Comprehension Strategies for English Language Learners | Colorín Colorado -

<https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners>

I. Build background knowledge

Draw on students' existing knowledge- Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class.

Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.

Take students on a "tour of the text"- At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries.

Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be

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useful.

Use a "picture-walk"- This strategy can be used for fiction or non-fiction books. "Walk through" the book with the students, pointing out pictures, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may be related to the story or content.

Use outlines to scaffold comprehension- Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read.

II. Teach vocabulary explicitly

Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").

Use a "picture-walk" for vocabulary- Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give student practice with new words- Ensure that your students can:

- Define a word
- Recognize when to use that word
- Understand multiple meanings (such as the word "party")
- Decode and spell that word

Incorporate new words into discussions and activities- For students to really know a word, they must use it — or they will lose it. Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

III. Check comprehension frequently

Use informal comprehension checks- To test students' ability to sequence material, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

No matter what the proficiency level of the student, ask questions that require higher-level thinking- To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as:

- What ideas can you add to...?
- Do you agree? Why or why not?
- What might happen if...?
- How do you think she felt...?

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Use graphic organizers- Graphic organizers allow ELLs to organize information and ideas efficiently without using a lot of language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines.

Provide students lots of different ways to "show what they know"- Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.

Summarize- Ask students to use the following strategies to summarize what they have read (orally or in writing):

- Retell what you read, but keep it short.
- Include only important information.
- Leave out less important details.
- Use key words from the text.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

https://docs.google.com/document/d/1syUlWqFjgYOfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit?tab=t.0

Guided Reading Groups are conducted every day (10-15 minutes per group).

- Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.
- Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

- Choose instructional level text that is appropriate for the genre of study.
- For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -

<https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--Lfn2Yx2znSmp/view>

- Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template - https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnOTRschDyo7kvSl64_rHVwxV64bM/edit?tab=t.0

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo. How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?tab=t.0

Getting Ready: Please read pgs. viii-xv in advance to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.

Checkpoints for Reading Growth 7.17.17 Copy.pdf

<https://drive.google.com/file/d/1U2YAAbpUIS747X1IT5e-rfm8FJBqbh1SG/view>

Neptune City Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.

During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized

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for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

Copy of Interactive/Instructional Read Aloud March 2023

https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrXMqTy57O1M-mI/edit

Note: The Read Aloud at the end of this unit is in addition to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher’s Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time outside of the reading block.

Bend 1- Individuals Bring Their Strengths As Nonfiction Readers to Clubs

You will begin by revisiting earlier teaching, reminding children of the essential habits of the mind that make for proficient nonfiction reading and tackling difficulty in texts. You will teach children strategies for previewing the text, making predictions, and to make plans for reading and rereading. You will highlight various text structures that your students might encounter and teach strategies for how to read differently, depending on the structure of the text. You will also support them in working together as a club, sorting books into baskets, selecting a topic together, and talking about what they are reading. Plan to spend a little over a week in Bend I.

Session 1 - You will teach children to use what they know about previewing and predicting to guess what the book is about and to sort books into the same basket.

Session 2 - You will teach children to use the charts in the classroom as a reminder of all the reading work they already know how to do when reading non-fiction books.

Session 3 - You will teach children to explain the text to themselves as they go along, using their own words first, and then they can explain the text to their club members when it is time to talk.

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Session 4 - You will teach children that readers get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they make a plan for how best to read each section.

Session 5 - You will teach children to use clues such as headings and subheadings, new pages, paragraphs and pictures, to figure out how to break the text apart. With each section of the text, readers stop and think, “What is this mostly about?”

Session 6 - You will teach children that readers do not just read each page or section of their book separately. They gather information across an entire book, thinking, “How does this page fit with the one before it?” Other times, they will want to pause, section by section, thinking, “How does this part fit with the one before it?” or “What are both of these parts talking about?”

Session 7 - You will teach children that one of the ways to share their books with clubmates is by dramatizing what they see in the pictures or what they imagine in their head as they are reading.

Session 8 - You will teach children to point to their palm and name the main idea and then to each finger to give an example to fit with the main idea.

Bend II- Nonfiction Clubs Add Their Own Ideas to What They learn

Students will continue to learn strategies for hanging on to the information the author is aiming to teach, but will also learn to develop their own ideas about the texts. You will spend up to two weeks teaching children to develop ideas and opinions about the information they are learning, and to refer back to the text to support their ideas.

Session 1 - You will teach children that they can bring their confusions or misunderstandings to their club and draw on the support of other members to clarify these.

Session 2 - You will teach children that readers come up with their own ideas about what they are learning. Readers push themselves to have an idea by thinking, “The idea I’m having is ...” or “I think ...” Readers come up with a great idea, jot it on a Post-it, and then read on, looking for parts of the book that fit with their idea.

Session 3 - You will teach children that when something catches their attention, and they have an idea, they explain their thinking by using details from the text.

Session 4 - You will teach children to come up with a theory based on what they know about the book. Authors often write to persuade, to inform, or to entertain.

Session 5 - You will teach children to read with an open mind. During club meetings readers can talk about how their thinking has changed.

Session 6 - You will teach children to embed their thinking about the text by making their own picture caption or adding to an existing caption, writing it on a Post-it.

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Session 7 - You will teach children to look across all the information they have collected as a group and ask themselves, “What are the main ideas we’ve learned? What are the categories? What’s the best way to organize all of this?”

Session 8 - You will teach children that when something they read seems very important, they can take action and teach others why their topic is so important.

Bend III- Nonfiction Clubs Compare and Contrast Information About Topics

Children will compare and contrast information and ideas within books, across books, and across baskets. Kids can work together with their club members to talk across books. You will teach kids to consider both the content and the style of books as they notice similarities and differences. It will take about a week to teach the final bend in the unit.

Session 1 - You will teach children that authors have to pick and choose what to include and what to leave out, so one thing readers do is think “What’s missing from this book?” and “How is this book the same or different from other books on this topic?”

Session 2 - You will teach children to name what each chapter or section is mostly about to compare it to other books (and sections within other books). Then they can notice which books have similar main ideas, and which books contain new main ideas.

Session 3 - You will teach children to organize the information they have collected on the same page or across pages, and then ask “How are these the same and how are they different?”

Session 4 - You will teach children to hold each other accountable to the information in the actual text and use evidence from the text by asking one another questions like, “Where does it say that? Is there another example? Prove it!”

Session 5 - You will teach children to notice an author’s choices and think “How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?”