

**English Language Arts
Reading Curriculum
2019**

GRADE 1

Montague Township School

Kindergarten Reading Curriculum

Unit Title: Routines: Launching the Reading

Workshop Unit Title: We Are Readers (Unit 1, Lucy Calkins)

Unit Title: Reading Powers (Unit 2, Super Powers, Lucy Calkins) Unit Title: Developing Strong Readers

Unit 4 : Informational Reading/Poetry

First Grade Reading Curriculum

Unit Title: Launching/Building Good Habits

Unit Title: Reading Nonfiction

Unit Title: Reading Fluency/Comprehension

Unit Title: Retelling / Story Elements

Second Grade Reading Curriculum

Unit Title: Launch (1)

Unit Title: Unit Building Good Habits (2)

Unit Title: Elements of Nonfiction (3)

Unit Title: Building Stamina with Longer & More Complex Texts (4) Unit Title: Book Clubs (5)

Unit Title: Fairy Tales, Fables, and Folktales

Third Grade Reading Curriculum

Unit Title: Routines: Launching the Reading

Workshop Unit Title: Unit 1 Building a Reading Life

Unit Title: Unit 2 Reading to Learn/Nonfiction

Unit Title: Unit 3 Character Studies

Unit Title: Unit 4 Research Clubs

Unit Title: Unit 5 Learning Through Reading

Unit Title: Unit 6 Poetry (optional unit)

Unit Title: Unit 7 Solving the Mystery

Fourth Grade Reading Curriculum

Unit Title: Routines: Launching the Reading Workshop Unit

Title: Unit 1 Interpreting Characters: The Heart of the Story

Unit Title: Unit 2: Reading the Weather, Reading the World

Unit Title: Unit 3: Reading History: The American Revolution

Unit Title: Unit 4: Historical Fiction Clubs

Unit Title: Unit 5: Mythology/ Folklore

Unit Title: Unit 6: Poetry, Drama, & Prose

Fifth Grade Reading Curriculum

Unit Title: Launching

Unit Title: Unit 1 Reading Literature - Fifth graders study characters Unit Title: Historical Fiction Book Clubs

Unit Title: Informational Reading: Reading with a Critical

Lens Unit Title: Cross Genre Reading

Unit Title: Literature: Fantasy Book Clubs

Sixth Grade Reading Curriculum

Unit Title: Agency and Independence- Launching

Unit Title: Character Study - Clubs

Unit Title: Comparing Themes in Literature

Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction

Unit Title: Mixed Genre - Biography

Unit Title: Poetry - Clubs

<p>Seventh Grade Reading Curriculum .</p> <p>Unit Title: Literature: Launching the Reading Workshop Unit Title: Literature: Launching the Reading Workshop Unit Title: Reading Literature - Exploring themes in Award Winning Novels Unit Title: Multimedia - Research Reading - Studying History Unit Title: Reading Informational Text to Define our Position Unit Title: Poetry Unit Title: Social Issues Book Club</p>	<p>Eighth Grade Reading Curriculum</p> <p>Unit Title: Literature: Launch into Literature and Media Unit Title: Informational Reading as Researchers to take a Position Unit Title: Cross Genre Book Clubs - Historical Readings Unit Title: Literature - Study of Classic Literature</p>
---	--

English Language Arts Mapping Guide

	September	October	November	December	January	February	March	April	May	June
K	Launch	We are Readers	We are Readers	Readers Use Strategies	Readers Use Strategies		Stronger	Informational Reading	Informational Reading	Poetry
1	Launch	Building Good Habits	Reading NonFiction	Reading Fluency	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Retelling	Story Elements	Story Elements
2	Launch	Building Good Habits	Building Good Habits	Elements of Non-Fiction	Elements of Non-Fiction	Building Stamina/ Complex Text	Building Stamina/ Complex Text	Book Clubs	Fairy Tales/ Fables/ Folktales	Fairy Tales/ Fables/ Folktales

3	Routines	Building a Reading Life	Reading to Learn NonFiction	Learn/ Nonfiction Character Studies	Character Studies Research Clubs	Research Clubs	Learning Through Reading	Poetry	Solving the Mystery	Solving the Mystery
4	Launch	Interpreting Characters	Interpreting Characters Reading the World	Reading the World	Reading History	Reading History Historical Fiction	Historical Fiction Mythology/ Folk Lore	Mythology/ Folk Lore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch	Reading Literature	Reading Literature/ Historical Fiction	Historical Fiction	Informational Reading	Informational Reading	Cross Genre Reading	Cross Genre Reading	Fantasy Book Clubs	Fantasy Book Clubs
6	Launch Character Study	Character Study/ Comparing Themes	Comparing Themes	Nonfiction Reading, Navigating Expository...	Nonfiction Reading, Navigating Expository...	Nonfiction Reading, Navigating Expository...	Biography	Biography	Poetry Clubs	Poetry Clubs
7	Launch/ Award Winning Novels	Award Winning Novels	Studying History	Studying History	Define Our Position	Define Our Position	Poetry	Poetry	Social Issues Book Clubs	Social Issues Book Clubs
8	Launch into Literature and Media	Literary Interpretation	Literary Interpretation	Reading as Researchers to Take a Position	Reading as Researchers to Take a Position	Cross Genre Book Clubs	Classic Literature	Classic Literature	Poetry	Poetry

Units of Study for Teaching Reading (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

K	We are Readers	We are Readers Emergent Reading	Emergent Reading Super Powers	Super Powers	Bigger Books...	Bigger Books... Growing Expertise...	Growing Expertise...	Becoming Avid Readers	Becoming Avid Readers Readers are Resourceful...	Readers are Resourceful...
1	Building Good Reading Habits	Building Good Reading Habits Word Detectives	Word Detectives Learning about the World...	Learning about the World...	Readers Get to Know Characters	Readers Get to Know Characters Readers have Big Jobs To Do	Readers have Big Jobs To Do	Meeting Characters and Learning Lessons	Meeting Characters and Learning Lessons Reading Nonfiction	Reading Nonfiction
2	Second Grade Reading Growth Spurt	Second Grade Reading Growth Spurt	Becoming Experts: Reading Nonfiction	Becoming Experts: Reading Nonfiction	Studying Characters and Their Stories	Bigger Books Mean Amping Up Reading Power	Bigger Books Mean Amping Up Reading Power Reading Nonfiction	Reading Nonfiction	Series Book Clubs	Series Book Clubs
3	Building a Reading Life	Building a Reading Life Mystery...	Mystery... Reading to Learn...	Reading to Learn...	Character Studies	Character Studies	Unit of Choice/Test Prep	Research Clubs...	Research Clubs... Design Your Own Unit/Learning from Countries...	Design Your Own Unit/Learning from Countries...
4	Interpreting Characters	Interpreting Characters Reading the Weather	Reading the Weather Historical Fiction Clubs	Historical Fiction Clubs	Interpretation Book Clubs	Interpretation Book Clubs	Unit of Choice/Test Prep	Reading History...	Reading History... Nonfiction Book Clubs	Nonfiction Book Clubs
5	Interpretation Book Clubs	Interpretation Book Clubs Tackling Complexity	Tackling Complexity Argument and Advocacy	Argument and Advocacy	Reading Like a Fan OR Interpretation Book Clubs...	Reading Like a Fan OR Interpretation Book Clubs...	Unit of Choice/Test Prep	Reading in the Content Area	Reading in the Content Area Fantasy Book Clubs	Fantasy Book Clubs
6	Turning Every Kid Into a Reader-and a Character Analyst	Turning Every Kid Into a Reader-and a Character Analyst	Social Issues Book Clubs	Social Issues Book Clubs	Nonfiction: A Study of Text Complexity	Nonfiction: A Study of Text Complexity	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Book Clubs	Design Your Own Unit/Fantasy Book Clubs Nonfiction Reading Across Text Sets	Nonfiction Reading Across Text Sets

7	Agency and Independence...	Agency and Independence...	Historical Fiction Book Clubs	Historical Fiction Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/How to Eat a Poem	Design Your Own Unit/How to Eat a Poem Nonfiction Book Clubs	Nonfiction Book Clubs
8	Textual Lineages...	Textual Lineages...	Dystopian Book Clubs	Dystopian Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Nonfiction Author and Craft Study	Nonfiction Author and Craft Study	Design Your Own Unit/Approaching Classics...

									Design Your Own Unit/Approaching Classics...	
--	--	--	--	--	--	--	--	--	--	--

First Grade Reading Curriculum

Pacing Guide	
Content Area: Language Arts	
Course Title: Reading	Grade Level: First
Unit Title: Launching/Building Good Habits	September – October

Unit Title: Reading Non-Fiction	November – December
Unit Title: Reading Fluency/Comprehension	January - March
Unit Title: Retelling / Story Elements	April- June

Unit Title: Launching/Building Good Habits	Grade Level: First	Time Frame: September- October
<p>Standards: Reading Standards for Literature: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10 Reading Standards for Informational Text: RI.1.1, RI.1.2, RI.1.3, RI.1.7 Reading Standards: Foundational Skills: RF.1.1, RF.1.2, RF.1.3, RF.1.4 Speaking and Listening Standards: SL.1.1, SL.1.2, SL.1.4, SL.1.6 Language Standards: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 Writing Standards: W.1.1, W.1.2, W.1.3</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we build good habits? • How do we show what Reader’s Workshop looks like and sounds like? • Why is choosing "just right" books important? • How does partnerships help us to understand our reading? • Why should we set individual goals when reading? • Why is important to tackle tricky words instead of skipping right over them and not going back? 	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers follow Reading Workshop routines and procedures • Building good reading habits • Reading is a special activity that involves working both by independently and with partners • Book choices are very important to the process of becoming a better reader • Readers use strategies for tackling words • Readers build stamina 	

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Book handling • Reading sorts • Book shopping • Independent reading 	<ul style="list-style-type: none"> • Word/reading strategies • Partner Reading • Participate in collaborative conversations 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Conference Notes • Anecdotal Notes (Guided Reading) • Running Records <p>• Post-it notes</p> <p>Summative</p> <ul style="list-style-type: none"> • Post workshop share of skills and strategies <p>Benchmark</p> <ul style="list-style-type: none"> • DRA • STAR360/MAP <p>Alternative</p> <ul style="list-style-type: none"> • Varied activities for Post workshop share of skills and strategies 	
<p>Mentor Texts:</p> <ul style="list-style-type: none"> • “Ollie the Stomper” – Olivier Dunrea • “Ish”- Peter H. Reynolds 	<p>Suggested:</p> <ul style="list-style-type: none"> • “Goldie Locks” (5 finger rule) • “It’s Mine” -Leo Lionni • “Knuffle Bunny” – Mo Williams • “Owen” – Kevin Henkes • “Chrysanthemum” – Kevin Henkes 	<p>Structures:</p> <ul style="list-style-type: none"> □ Reader’s Workshop ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share 	<ul style="list-style-type: none"> ○ Partner Talk ○ Partner reading • Strategy Group • Guided Reading • Shared Reading • Read aloud

<p>Resources:</p> <ul style="list-style-type: none"> • Units of Study Anchor Chart Notes/ Read-Aloud Prompts 	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax
--	--	--

<p>Cross Curricular Connections:</p> <p>Science-Plants (Mums) Social Studies- Rules, Laws, Community Health- Self Esteem, Decision Making</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 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 • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<ul style="list-style-type: none"> • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies: •</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content
---	---	--	---

Technology Integration:

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation •
Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools
- Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

First grade students will infuse technology into Language Arts by learning to: •
Describe how designed products and systems are useful at school, home and work

- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product □
Explain how using a tool aids in reducing work

- Allow the student to 'buy' time for self-directed activities after material is learned

Assessment Strategies:

- Give a pretest to allow the student to demonstrate mastery
- Provide self-checking materials
- Provide tests at a higher level of thinking

Environmental Strategies:

- Arrange for a mentor to work with the student in interest area
- Cluster group gifted/talented students by areas of strength in the classroom
- Allow independent use of library

Goals	Suggested Minilessons	Teacher's Notes
<ul style="list-style-type: none"> • Readers follow Reading Workshop routines and procedures • Reading is a special activity that involves working both independently and with partners <input type="checkbox"/> <p>Book choices are very important to the process of becoming a better reader</p>	<ol style="list-style-type: none"> 1. Readers are part of a reading community with individual identities. 2. Readers take care of the books that they read and share with others 3. Readers read in places that make them feel comfortable. 4. Readers choose books that interest them 5. Readers can use the 5-finger rule to help select “just right” books 6. Shopping quickly and quietly for books allows readers more time to read. 7. In order to organize reading materials, readers keep their current books and supplies in their book bins. 8. Readers stay focused on their reading, even when distractions may arise 9. Conferences are an important part of reading workshop 10. Conferences are an important time for teacher and students to meet about reading progress and should be distraction-free 11. Talking with partnerships help readers deepen their own understanding and helps to recognize others' points of view. 12. Readers set goals to help push themselves to read for longer periods of time 13. Readers set goals to help push themselves to become better readers 	<p>Refer to The First 25 Days</p>
<ul style="list-style-type: none"> • Building good reading habits • Readers build stamina 	<ol style="list-style-type: none"> 1. Readers build good habits by taking a sneak peek and thinking about their books 2. Readers build good habits by showing they do “something” when they are finished reading; 1). Look back and think it over 2). Go back to their favorite part 3). Tell someone about it. 3. Readers build good habits by pushing themselves to read more and more books each day. 4. Readers build good habits by setting goals and making a check mark for each book they have read (“today I read two books and made two check marks, tomorrow I will read three books and make three checkmarks”). 5. Readers build good habits by rereading to make their voices smoother. 6. Readers build good habits by tracking with their eyes and scooping up more words. 7. Readers build good habits by rereading to see more. 	<p>Refer to GETTING READY notes at beginning of each session</p>
<p><input type="checkbox"/> Readers use strategies for tackling words</p>	<ol style="list-style-type: none"> 1. Readers tackle hard words by using the pictures as clues. AC: Good Habits for Solving Words 2. Readers tackle hard words by understanding your bad habits and picking up good ones. AC: Drop That Bad Habit 3. Readers tackle hard words by looking at all parts of a word and getting a running start. AC: Good Habits for Solving Words 4. Readers tackle hard words by use meaning to figure out words (What makes sense?) AC: Good Habits for Solving Words Readers tackle hard words by double checking their reading (Does it look right; does it sound right?) AC: Good Habits for Solving Words 5. Readers tackle hard words by not giving up and using strategies for what makes sense. AC: Good Habits for Solving Words 6. Readers tackle hard words by switching the vowel sound and trying it another way. AC: Good Habits for Solving Words 	<p>Refer to GETTING READY notes at beginning of each session</p>

<input type="checkbox"/> Reading is a special activity that involves working both by independently and with partners	<ol style="list-style-type: none"> 1. Reading partners show good habits by introducing their books to each other. AC: <i>Reading partners work together</i> 2. Reading partners show good habits by helping and cheering for each other to get stronger. AC: <i>Good Habits for Solving Words</i> 3. Reading partners show good habits by rereading and using pictures to retell. AC: <i>Good Habits for Solving Words</i> 4. Reading partners show good habits by celebrating and setting new goals. 	Refer to GETTING READY notes at beginning of each session
--	--	--

Unit Title: Reading Nonfiction	Grade Level: First	Time Frame: November-December
---------------------------------------	---------------------------	--------------------------------------

<p>Standards: Reading Standards for Informational Text: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10 Reading Standards: Foundational Skills: RF.1.1, RF.1.2, RF.1.3, RF.1.4 Speaking and Listening Standards SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 Language Standards: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 Writing Standards: W.1.2, W.1.5, W.1.7, W.1.8</p>

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we learn about the world through nonfiction? • What can we do when we come across a word we don't know? • What does it mean to read like an expert? • How can looking at text features help us learn more about the book? 	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers identify nonfiction books and get our minds ready to read • Readers use strategies to tackle unknown words • Readers use strategies to read aloud like experts • Readers understand nonfiction text features
--	---

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Reading strategies • Reading fluently • Understanding the difference between fiction and nonfiction • *Learned information/facts about the world 	<p><input type="checkbox"/> Text Features</p> <ul style="list-style-type: none"> ○ Table of Contents ○ Glossary ○ Photos ○ Captions ○ Index ○ Italics ○ Headings ○ Icons and Electronic Menu 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Conference Notes • Anecdotal Notes (Guided Reading) • Running Records <p>• Post-it notes</p> <p>Summative</p> <ul style="list-style-type: none"> • Post workshop share of skills and strategies <p>Benchmark</p> <ul style="list-style-type: none"> • DRA • STAR360/MAP <p>Alternative</p> <ul style="list-style-type: none"> • Varied activities for Post workshop share of skills and strategies
---	--	--

<p>Mentor Texts:</p> <ul style="list-style-type: none"> • “Super Storms”- Seymour Simon • “Owls”- Mary R. Dunn • “Hang on Monkey”- Susan B. Neuman 	<p>Structures: ○ Partner reading □ Reader’s Workshop □ Strategy Group ○ Whole group minilesson</p> <p>□ Guided Reading ○ Independent reading/conferencing □ Shared Reading ○ Mid-workshop Teaching □ Read aloud ○ Teaching Share</p> <p>○ Partner Talk</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • □ Units of Study Anchor Chart Notes • Read-Aloud 	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered

<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • Engage in storytelling via Reader’s Theater experiences • Interactive writing: co-create charts outlining new habits and routines • Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 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 • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<ul style="list-style-type: none"> • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student’s interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes
---	--	--	--

	Use online books		<ul style="list-style-type: none"> • Use a Learning Log for independent or outside learning
--	------------------	--	--

<p>Technology Integration Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. First grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use basic technology terms in the proper context in conversation • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore a problem or issue. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. First grade students will infuse technology into Language Arts by learning to: •</p> <ul style="list-style-type: none"> Describe how designed products and systems are useful at school, home and work • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product □ Explain how using a tool aids in reducing work 		<ul style="list-style-type: none"> • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
--	--	--

Unit Title: Reading Nonfiction	Grade Level: First	Time Frame: November-December
Goals	Suggested Minilessons	Teacher's Notes

<p>☐ Readers identify nonfiction books and get our minds ready to read</p>	<ol style="list-style-type: none"> 1. Readers get smart about their topic by taking a sneak peek to learn more “stuff” about their topic. We preview the pictures and think about what we might be learning. AC: <i>How to Get Super Smart about Nonfiction Topics -Sneak Peak</i> 2. Readers get smart about their topic by reading each page closely, getting as much information we can out of it. We read the whole book that way thinking that each page can make us smarter. AC: <i>How to Get Super Smart about Nonfiction Topics -Stop and Study Each Page, Mid-Point- Guess What Might Come Next</i> 3. Readers get smart about their topic by using their own words and ideas to having little chats about the topic AC: <i>How to Get Super Smart about Nonfiction Topics -Chat about a page or book</i> 4. Readers show that they “got smart” about their topic by looking back at their books and trying to remember all that the book taught them 5. Readers become fluent by making their voice sound smoother and livelier as they read. (Tone, pace, expression) AC: <i>How to Get Super Smart about Nonfiction Topics</i> 6. Readers celebrate their learning by sharing important ideas about their books. 	<p>Refer to GETTING READY notes at beginning of each session</p>
<p>☐ Readers use strategies to tackle unknown words</p>	<ol style="list-style-type: none"> 1. Readers tackle hard words by using strategies: everything they for solving hard words (Refer to AC: <i>Good Habits for Solving Hard Words</i>) 2. Readers tackle hard words by using strategies: crashing parts of words together and thinking about what makes sense AC: <i>Good Habits for Solving Hard Words</i> 3. Readers tackle hard words by checking that words look right and make sense (do a s-l-o-w check) AC: <i>Good Habits for Solving Hard Words</i> 4. Readers tackle hard words by not allowing the words to stop them and thinking what does this new word mean AC: <i>Good Habits for Solving Hard Words</i> 5. Readers tackle hard words by looking out for and owning key words AC: <i>How to Get Super Smart about Nonfiction Topics</i> 6. Readers tackle hard words by rereading sentences and pages for fluency and meaning 	<p>Refer to GETTING READY notes at beginning of each session</p>

<p><input type="checkbox"/> Reader use strategies to read aloud like experts</p>	<ol style="list-style-type: none"> 1. Readers become experts by marking interesting or important pages in their books <i>AC: How to Read Aloud Like an Expert</i> 2. Readers become experts by reading with feeling <i>AC: How to Read Aloud Like an Expert</i> 3. Readers become experts by reading like writers: visualizing pictures in their minds <i>AC: How to Read Aloud Like an Expert</i> Readers become experts by teaching others what key words mean 4. <i>AC: How to Read Aloud Like an Expert</i> Readers become experts by bringing information books to life with drama AC: 5. <i>How to Read Aloud Like an Expert</i> Readers celebrate by sharing the information with their audience or partner 6. 	<p>Refer to GETTING READY notes at beginning of each session</p>
<p><input type="checkbox"/> Readers understand nonfiction text features</p>	<ol style="list-style-type: none"> 1. Readers understand nonfiction text features: Table of Contents <i>AC: Nonfiction Story Elements</i> 2. Readers understand nonfiction text features: Glossary <i>AC: Nonfiction Story Elements</i> 3. Readers understand nonfiction text features: Photos <i>AC: Nonfiction Story Elements</i> 4. Readers understand nonfiction text features Captions <i>AC: Nonfiction Story Elements</i> 5. Readers understand nonfiction text features: Index <i>AC: Nonfiction Story Elements</i> 6. Readers understand nonfiction text features: Italics <i>AC: Nonfiction Story Elements</i> 7. Readers understand nonfiction text features: Headings <i>AC: Nonfiction Story Elements</i> 8. Readers understand nonfiction text features: Icons and Electronic Menu AC: <i>Nonfiction Story Elements</i> 	<p>Refer to GETTING READY notes at beginning of each session</p> <p>*Anchor chart is not a Lucy resource</p>

Unit Title: Reading Fluency/Comprehension	Grade Level: First	Time Frame: January - March
<p>Standards: Reading Standards for Literature: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.10 Reading Standards: Foundational Skills: RF.1.2, RF.1.3, RF.1.4 Speaking and Listening Standards: SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 Language Standards: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 Writing Standards W.1.3</p>		

<p>Essential Questions:</p> <ul style="list-style-type: none"> • As readers what tools help us to solve unknown words? • As readers how do our tools help us understand what we are reading? 	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers have important jobs to do by using various reading strategies to help us understand what we are reading • Readers use tools to read fluently • Readers use tools to understand their reading • Readers use everything they know to get the job done
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Reading strategies <ul style="list-style-type: none"> - Word strategies - Schema - Visualizing • Reading fluency • Reading Comprehension 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Conference Notes • Anecdotal Notes (Guided Reading) • Running Records <p>• Post-it notes</p> <p>Summative</p> <ul style="list-style-type: none"> • Post workshop share of skills and strategies <p>Benchmark</p> <ul style="list-style-type: none"> • DRA • STAR360/MAP <p>Alternative</p> <ul style="list-style-type: none"> • Varied activities for Post workshop share of skills and strategies

<p>Mentor Texts:</p> <ul style="list-style-type: none"> • “Frog and Toad Are Friends”- Arnold Lobel • “Tumbleweed Stew” – Susan Stevens Crummel 	<p>Suggested:</p> <ul style="list-style-type: none"> • “My Friends” – Taro Gomi • “The Relatives Came” Cynthia Rylant • “Julius”- Angela Johnson • “The Snowy Day”- Ezra Jack Keats • “Quick as a Cricket” – Audrey Wood 	<p>Structures:</p> <ul style="list-style-type: none"> □ Reader’s Workshop ○ Whole group minilesson ○ Independent reading/conferencing ○ Mid-workshop Teaching ○ Teaching Share 	<ul style="list-style-type: none"> ○ Partner Talk ○ Partner reading • Strategy Group • Guided Reading • Shared Reading • Read aloud
<p>Resources:</p> <ul style="list-style-type: none"> • Units of Study Anchor Chart Notes • Read-Aloud 		<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists <p>Gifted and Talented</p> <p>Presentation Strategies:</p>
<p>Cross Curricular Connections:</p> <p>Science- Animals, Weather Social Studies- Family, Heritage Health- Relationships</p>	<p>21st Century Life and Career</p> <p>CRP1 – Act as a responsible and contributing citizen and employee a. Collect and distribute supplies b. group storytelling exercise</p> <p>CRP2 – Apply appropriate academic and technical skills</p>		

	<p>a. Read stories for how characters solve problems CRP4 – Communicate clearly and effectively and with reason a. Teacher conferencing b. Interview with fellow classmates CRP6 – Demonstrate creativity and innovation a. Voice inflection while reading b. Facilitate a roundtable discussion CRP7 – Employ valid and reliable research strategies a. Reliable research strategies for nonfiction text. CRP10 – Plan education and career paths aligned to personal goals. a. Setting reading goals CRP11 – Use technology to enhance productivity Use online books</p>	<ul style="list-style-type: none"> • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student’s interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies: ●</p> <ul style="list-style-type: none"> Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent
--	--	--	---

Technology Integration

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation •
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools

or outside learning

- Establish a timeline for long-range projects

Motivational Strategies:

- Provide fewer drill and practice activities when material is learned
- Give student choices of activities in learning the content
- Allow the student to 'buy' time for self-directed activities after material is learned

Assessment Strategies:

- Give a pretest to allow the student to demonstrate mastery
- Provide self-checking materials
- Provide tests at a higher level of thinking

Environmental Strategies:

- Arrange for a mentor to work with the student in interest area
- Cluster group gifted/talented students by areas of strength in the classroom
- Allow independent use of library

<ul style="list-style-type: none"> • Use the internet to explore a problem or issue. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>First grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Describe how designed products and systems are useful at school, home and work • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product □ <p>Explain how using a tool aids in reducing work</p>		
---	--	--

Unit Title: Reading Fluently/Comprehension		Grade Level: First	Time Frame: January - March
Goals	Suggested Minilessons		Teacher's Notes
*Readers have important jobs to do	<ol style="list-style-type: none"> 1. Readers build their fluency by stopping at the first sign of trouble and trying "something." AC: <i>Be the Boss of Your Reading</i> 2. Readers build fluency by using <i>everything</i> they know to solve a word. AC: <i>Be the Boss of Your Reading</i> 3. Readers build fluency by checking and self-monitoring AC: <i>Be the Boss of Your Reading</i> 4. Readers build fluency by making a strategy plan 5. Readers build fluency by working with partners to solve hard problems AC: Reading Partners work together 		Refer to GETTING READY notes at beginning of each session

<p>Readers use tools to read fluently</p>	<ol style="list-style-type: none"> 1. Readers use tools to build fluency by thinking about the story to problem solve words AC: Tools for Solving and Checking Hard Words 2. Readers use tools to build fluency by thinking: What would sound right? What word would fit here? AC: Tools for Solving and Checking Hard Words 3. Readers use tools to build fluency by breaking a word into parts AC: Tools for Solving and Checking Hard Words 4. Readers use tools to build fluency by using words they know to solve words they don't know AC: Tools for Solving and Checking Hard Words 5. Readers use tools to build fluency by trying sounds many ways to figure out words AC: Caught You! Sneaky Sounds 6. Readers use tools to build fluency by reading sight words in a snap AC: Tools for Solving and Checking Hard Words 	<p>Refer to GETTING READY notes at beginning of each session</p>
---	--	---

<p>Readers use tools to understand their reading</p>	<ol style="list-style-type: none"> 1. Readers use tools to understand their books by rereading if they don't get it AC: Tools for Understanding Our Books (check that you are getting it) 2. Readers use tools to understand their books by visualizing a movie in their mind to picture what is happening AC: Tools for Understanding Our Books (make a movie to picture what's happening) 3. Readers use tools to understand their books by noticing who's talking-dialogue. AC: Tools for Understanding Our Books (keep track of who's talking) 4. Readers use tools to understand their books by figuring out meaning of new words. AC: Tools for Understanding Our Books (say the word the best you and think about what it means) 	<p>Refer to GETTING READY notes at beginning of each session</p>
<p>Readers use everything they know to get the job done</p>	<ol style="list-style-type: none"> 1. Readers use everything they know to get the job done by using all of their tools Refer to AC: Tools for Understanding Our Books, Tools for Solving and Checking Hard Words and Be the Boss of Your Reading 2. Readers use everything they know to get the job done by reading with expression AC: Ways to Read Like a Reading STAR! 3. Readers use everything they know to get the job done by providing feedback to their partners about how their reading sounds 	

<p>Unit Title: Retelling / Story Elements</p>	<p>Grade Level: First</p>	<p>Time Frame: April-June</p>
---	---------------------------	-------------------------------

Standards:
Reading Standards for Literature: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9, RL.1.10
Reading Standards: Foundational Skills: RF.1.2, RF.1.3, RF.1.4
Speaking and Listening Standards: SL.1.1, SL.1.2, SL.1.4, SL.1.6
Language Standards: L.1.1, L.1.2, L.1.4, L.1.6
Writing Standards: W.1.3, W.1.8

Essential Questions:

- As readers how do we show that we understand what we have read?
- As readers how do we examine character traits?
- As readers how do we reflect on the stories we have read?
- As readers how do we express our opinions about books?

Unit Goals/Enduring Understandings:

- Readers retell their book adventures
- Readers better understand characters
- Readers learn important lessons from books
- Readers share opinions about books they have read

Knowledge and Skills:

- Retelling
- Story elements: characters, setting, plot
- Characters: traits, voice, relationships

- Interpretation
- Reflection
- Making connections
- Opinion

Demonstration of Learning/Assessment Evidence:

Formative

- Conference Notes
- Anecdotal Notes (Guided Reading)
- Running Records
- Post-it notes

Summative

- Post workshop share of skills and strategies

Benchmark

- DRA
- STAR360/MAP

Alternative

- Varied activities for Post workshop share of skills and strategies

Mentor Texts:

- “Upstairs Mouse, Downstairs Mole”- Wong Herbert Yee
- “George and Martha”- James Marshall
- “Iris and Walter and the Field Trip”- Elissa Haden Guest
- “Mr. Putter and Tabby Drop the Ball” – Cynthia Rylant

Suggested:

- “Caps for Sale” – □ “Chrysanthemum”- □ “Strega Nona” -
- “Curious George Goes to the Ice Cream Shop”-
- “Going Places” – Peter and Paul Reynolds

Structures:

- Reader’s Workshop ○ Whole group minilesson ○ Independent reading/conferencing
- Mid-workshop Teaching
 - Teaching Share ○ Partner Talk ○ Partner reading

- Strategy Group
- Guided Reading
- Shared Reading
- Read aloud

<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Reading : Unit 4 “Meeting Characters and Learning Lessons” • Units of Study Anchor Chart Notes <ul style="list-style-type: none"> • Read-Aloud and Shared Reading Section of Unit 4 for Mentor Text Usage (p 106-125) 		<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • Engage in storytelling via Reader’s Theater experiences • Interactive writing: co-create charts outlining new habits and routines • Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics <p>Technology Integration</p> <p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>First grade students will infuse technology into Language Arts by learning to:</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 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 • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p>	<p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student’s interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools
- Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work

a. Reliable research strategies for nonfiction text.
 CRP10 – Plan education and career paths aligned to personal goals.
 a. Setting reading goals
 CRP11 – Use technology to enhance productivity
 Use online books

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time
- Review of directions
- Support auditory presentations with visuals
- Hands-on activities
- Verbal and visual cues regarding directions and staying on task

- Ask higher level questions
 - Provide opportunities to develop depth and breadth of knowledge in a subject area
- Organizational/Behavioral Strategies:
- Use a Study Contract for student to achieve outcomes
 - Use a Learning Log for independent or outside learning
 - Establish a timeline for long-range projects
- Motivational Strategies:
- Provide fewer drill and practice activities when material is learned
 - Give student choices of activities in learning the content
 - Allow the student to 'buy' time for self-directed activities after material is learned
- Assessment Strategies:
- Give a pretest to allow the student to demonstrate mastery
 - Provide self-checking materials
 - Provide tests at a higher level of thinking
- Environmental Strategies:
- Arrange for a mentor to work with the student in interest area
 - Cluster group gifted/talented students by areas of strength in the classroom
 - Allow independent use of library

- Identify how technology impacts or improves life

<ul style="list-style-type: none"> • Brainstorm ideas on how to solve a problem or build a product <input type="checkbox"/> Explain how using a tool aids in reducing work 			
---	--	--	--

Unit 4: Retelling / Story Elements		Grade Level: 1	Time Frame: April-June
Goals	Suggested Minilessons		Teacher's Notes
<input type="checkbox"/> Readers retell their book adventures	<ol style="list-style-type: none"> 1. Readers go on adventures by previewing a story and asking where are the characters going? What are they doing? AC: Off We Go! Readers Go on Adventures! (Get ready! Take a sneak peek) 2. Readers go on adventures by retelling their stories AC: Partners Share Their Reading Adventures 3. Readers go on adventures by predicting what might happen next AC: Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures 4. Readers go on adventures by marking important parts of stories with post-its AC: Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures 5. Readers go on adventures by revisiting books to notice more AC: Off We Go! Readers Go on Adventures! & Partners Share Their Reading Adventures 6. Readers go on adventures by rereading to notice story parts that go together AC: Off We Go! Readers Go on Adventures! 		Refer to GETTING READY notes at beginning of each session

<input type="checkbox"/> Readers better understand characters	<ol style="list-style-type: none"> 1. Readers better understand characters by learning about the main character AC: Readers Meet Characters Along the Way 2. Readers better understand characters by noticing the relationship of other characters in the story to the main character AC: Readers Meet Characters Along the Way 3. Readers better understand characters by rereading to understand the details better AC: Readers Meet Characters Along the Way 4. Readers better understand characters by becoming the character AC: Readers Meet Characters Along the Way 5. Readers better understand characters by changing their reading voice to show character's feelings AC: Readers better understand characters by 6. Readers better understand characters by asking themselves "what clues do authors leave that help me bring characters to life?" AC: Clues that Help Readers Know How to Read 7. Readers better understand characters by rereading to smooth out their voices and show no feelings AC: Clues that Help Readers Know How to Read 	Refer to GETTING READY notes at beginning of each session
---	---	--

<input type="checkbox"/> Readers learn important lessons from books	<ol style="list-style-type: none"> 1. Readers learn lessons from books by discovering little life lessons in their stories AC: Readers Learn Lessons 2. Readers learn lessons from books by predicting and wondering what the story will teach AC: Readers Learn Lessons 3. Readers learn lessons from books by comparing and contrasting books (What is the same?, What is different?) text-to-text connections AC: Readers Learn Lessons 4. Readers learn lessons from books by comparing lesson learned in two books 	Refer to GETTING READY notes at beginning of each session
<input type="checkbox"/> Readers share opinions about books they have read	<ol style="list-style-type: none"> 1. Readers share opinions about books they have read by recommending beloved books to a friend AC: Recommend Books You Love 2. Readers share opinions about books they have read by celebrating their favorite stories 	Refer to GETTING READY notes at beginning of each session