

Kenilworth Public Schools

Curriculum Guide

Content Area: ELA Readers Workshop

Grade: 1

BOE Approved: 10/11/22

Revision Date: N/A

Submitted by: Leslie Bedford

BOE Revision Approved: N/A

Reader's Workshop- First Grade Scope and Sequence

Unit 1- Launching	Unit 2- Fiction	Unit 3- Non-Fiction	Unit 4- Poetry
Weeks 1-10	Weeks 11-18	Weeks 19-26	Weeks 27-34

<p><i>Unit Description:</i> Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.</p>	<p><i>Unit Description:</i> Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres and aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination or explain aspects of life, culture or nature.</p>	<p><i>Unit Description:</i> Readers get to know that nonfiction texts encompass reference, literary and biography texts, and provide facts and information that sparks curiosity and opens students' eyes to new worlds and different points of view.</p>	<p><i>Unit Description:</i> Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • learn and follow the rituals and routines for participating in a reading community. • identify and use text features and structures to locate and understand key information in a text. • learn and follow the rituals and routines for 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • explain the differences between fiction books that are realistic versus fantastical • recognize different types and structures of fiction (fantasy, traditional tales, and realistic) • identify common story elements and key details in fictional texts (characters, 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • learn new information about interesting subjects and topics by reading nonfiction texts. • use text features of nonfiction to help them understand new information and topics. • know how to use various text features to locate key facts or information in a 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • explore and discover what poets write about. • use text structure to read poetry with fluency. • recognize that poets use rhyme to create rhythm in their poems. • recognize patterns in poetry. • recognize onomatopoeia,

<p>participating in a Reader's Workshop.</p> <ul style="list-style-type: none"> • find a reading spot where they can do their best reading and work. • participate in group conversations about texts. • use story elements to help understand what they are reading. • make personal connections and ask questions as they read to better understand texts. • use schema of genre to comprehend fiction texts. • make a movie in their minds to visualize a story. • act out poems to enhance understanding of the story. • use clues to determine the meaning of unfamiliar words. • use the pictures and illustrations from a text to help better understand nonfiction. • self-select just right texts. • discover the different components and features of fiction, nonfiction, and poetry. • record what they think and learn from the books read 	<p>setting, problem and solution)</p> <ul style="list-style-type: none"> • understand the narrative structure of fiction (beginning, middle, and end) • compare and contrast two familiar tales • retell familiar stories using story structure and key details • describe characters in a story using key details. • ask questions to help clarify thinking and deepen understanding. • make inferences about character traits using evidence from the text. • use their schema to make predictions, connections, and understand realistic fiction. • use their schema of genre to comprehend fiction texts. • make a movie in their minds to visualize a story. • generate questions as they read to deepen understanding of a story. • use different strategies before, during, and after reading to enhance 	<p>text.</p> <ul style="list-style-type: none"> • learn the structure of nonfiction to better understand how to read nonfiction. • use a timeline to learn about an important person in a biography. • use fix-up strategies to monitor and maintain meaning of unfamiliar words. • identify important information and details in literary nonfiction texts in order to determine point of view and purpose. • ask questions to better understand the big ideas in a literary nonfiction text. • use a Table of Contents to find out where information is located in nonfiction texts. • use captions and labels to help me better understand nonfiction texts. • use fix-up strategies, background knowledge, and context clues to monitor and maintain meaning of unfamiliar words. • better understand the texts 	<p>alliteration, and repetition to help understand the tone of a poem.</p> <ul style="list-style-type: none"> • recognize that onomatopoeia includes words that are common and words that are invented. • use the sensory images and details found in poems to help visualize what the poet is trying to say. • use mental pictures to understand the meaning of poems. • explore the purpose of the poem and use clues to help identify the big ideas. • make connections to the poem they are reading. • deepen their understanding of the poem by asking questions and making connections. • identify emotions when reading poetry. • think about the word choices poets include to make their poem extraordinary. • use story elements to identify the important message and themes of a poem.
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<p>to better understand the text.</p> <ul style="list-style-type: none"> • remember facts from a nonfiction text when retelling and sharing what learned with a partner. • practice reading stamina to build reading strength. select books from different genres. 	<p>comprehension of texts.</p> <ul style="list-style-type: none"> • apply self-monitoring skills and strategies to determine the meaning of important vocabulary • read with fluency and expression. • synthesize information presented within and across fiction texts • use illustrations in a story to describe characters, settings, and events deepen their understanding of author’s purpose as it relates to the fiction genre 	<p>they read by making personal connections before, during, and after reading.</p> <ul style="list-style-type: none"> • ask questions as they read to better understand the text. • identify basic similarities and differences between two texts on the same topic • better understand the information they read by recognizing and understanding the sequential structures of nonfiction. • use timelines to help gain additional information about the topics they are reading and learning about. • use additional resources found in the back of nonfiction books in order to learn more information about the topics I am reading. • synthesize information to help them better understand what they have learned. 	<ul style="list-style-type: none"> • use strategies to better understand the confusing parts of a poem. • use illustrations and text features to better understand a poem. • demonstrate an understanding of the writer's central messages and common themes when reading poetry • understand haikus and their impact on the main idea of the poem
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First Grade Reader's Workshop Units

Unit Title: Launching

Unit Summary: Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.

Primary Interdisciplinary Connections:

- Students can draw a comic book-like scene, illustrating a bad sharing strategy in one square and a correction that demonstrates a good sharing strategy in the other square. 1.1.2.D.1, CRP6.
- Have the class create a small play based on the story "Sharing the Wheat." They will need to establish what the characters are thinking in order to write brief dialogue to act out the story. Review the dialogue that's already in the story as a model. 1.1.2.C.1
- Students can act out the first poem about fall by reaching up, waltzing around, falling, and jumping into a pile as you read. 1.1.2.A.2

Career Readiness, Life Literacies, and Key Skills: CRP1-2, 6

Learning Targets

NJSLS Standards: RL.1.1-7, RL.1.9-10; RI.1.1: RI.1.2, RI.1.5, RI.1.7, RI.1.10: SL.1.1-6; L.1.4-6: RF.1.1-2:

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Climate Change Standards: 1.4.2.Cn11a; 9.4.2.IML.2

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Big Idea: Students will begin to see themselves as readers in a community as they read a variety of texts and develop essential reading skills.

Unit Essential Questions:

- How do students develop an understanding of themselves as readers?

Unit Enduring Understandings:

- Students develop an understanding of themselves as readers by engaging in habits and routines that promote being a part of a reading community.

Unit Learning Targets

Students will...

- learn and follow the rituals and routines for participating in a reading community.
- identify and use text features and structures to locate and understand key information in a text.
- learn and follow the rituals and routines for participating in a Reader's Workshop.
- find a reading spot where they can do their best reading and work.
- participate in group conversations about texts.
- use story elements to help understand what they are reading.

- make personal connections and ask questions as they read to better understand texts.
- use schema of genre to comprehend fiction texts.
- make a movie in their minds to visualize a story.
- act out poems to enhance understanding of the story.
- use clues to determine the meaning of unfamiliar words.
- use the pictures and illustrations from a text to help better understand nonfiction.
- self-select just right texts.
- discover the different components and features of fiction, nonfiction, and poetry.
- record what they think and learn from the books read to better understand the text.
- remember facts from a nonfiction text when retelling and sharing what you learned with a partner.
- practice reading stamina to build reading strength.
- select books from different genres.

Evidence of Learning

Summative Assessment:

None as this is an introductory unit.

Formative Assessments:

- https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/134_1.pdf?request=U0FN
[TF8xNjYxOTE4NDAwMDAwXzE2NjE5NTIxMDcyMTFfWEFORURV](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/134_1.pdf?request=U0FN)
- https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/77_1.pdf?request=U0FN
[TF8xNjYxOTE4NDAwMDAwXzE2NjE5NTIxNjI4NjhfWEFORURV](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/77_1.pdf?request=U0FN)

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● IRA 1- Building a Community of Readers ● IRA 2- The Parts of a Book ● IRA 3- Introducing Reading Workshop ● IRA 4- The Best Place to Read ● IRA 5- Conversations and Partnerships ● IRA 6- Featuring Fiction ● IRA 7- Born to Read ● IRA 8- Building on Fiction ● IRA 9- Readers Can Do Anything! ● IRA 10- Poetry Moves Us! ● IRA 11- Learning New Words ● IRA 12- What's the Scoop? ● ML 1- Let's Choose Carefully! ● ML 2- Digging Deeper to Discover Genre 	10 weeks

<ul style="list-style-type: none"> ● ML 3- Let's Think About it! ● ML 4- Read, Retell, Remember ● ML 5- Getting Stronger ● ML 6- A Balanced Reading Diet 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Mentor Texts Best Place to Read Born to Read Ice Cream: The Full Scoop Library Mouse Miss Smith's Incredible Storybook Red Strings from Treetops: A Year in Colors ● Shared Texts The Adventures of Spot Lost and Found Mr. Sticky Paws ● Tools: -Google Classroom -Seesaw -BrainPOP -Raz Kids (See this list for more ideas from the NJDOE) (See this list for Kenilworth Tools and Platforms) 	
Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students	
<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Pre-teach Tier 2 and Tier 3 vocabulary. ● By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Kindergarten Launching Reading Unit of Study. ● Text to speech/Oral reading ● Allow for Student Choice: Students should be permitted to demonstrate understanding of the First Grade Launching Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc. ● Access to word/picture banks to reference in tasks that require reading in the First Grade Reading Launching unit of study 	

- Provide wait time to allow students to process orally presented information and questions relating to the First Grade Launching Reading Unit of Study

- Allow extra time to complete independent practice tasks or accept work that has been completed at that time.

- Supply Students with Anchor Charts:

What Good Readers Do, Reading Workshop Checklist, Sharing Strategies, Poetry Moves Us! Learning New Words, Just Right Books, Dig into Genre, Let's Think About It!, In My Own Words, "Watching Whales" Excerpt Suggestions: Tape or staple anchor charts into student notebooks for easy reference.

*Also See ELL Modifications

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Higher level texts such as Level J and up that address the same enduring understanding of the Launching Unit of Study.

- Students can make a list of rhyming words that they have found in their Reading Notebooks.

Examples of Strategies and Practices that Support English Language Learners:

- Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.

- Students use illustrations in lieu of written responses to share their ideas.

- Students reread their guided reading text (a number of times) in order to practice and apply newly learned strategies.

- Point out vocabulary in illustrations.

- Access to word/picture banks to reference in tasks that require writing in the Launching unit of study

- Native Language Supports (peer, online assistive technology, (translation device, bilingual dictionary)

- Model Bookshopping with students.

- *Also Students with Disabilities Modifications

Unit Title: Fiction

Unit Summary: Readers are exposed to all different kinds of fiction stories.

Primary Interdisciplinary Connections:

Students retell and perform familiar tales such as The Three Little Pigs, Goldilocks and the Three Bears, Little Red Riding Hood, The Gingerbread Man, and Cinderella. 1.1.2.C.3, L.1.5, CRP6, SL.1.1

Career Readiness, Life Literacies, and Key Skills: CRP1-2, 6

Learning Targets

NJSLS Standards: RL.1.1-7, RL.1.9-10; SL.1.1-2, 4-5; L.1.4-6: RF.1.1, 4;

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Climate Change Standards: 1.4.2.Cn11a; 9.4.2.CT.3;

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Big Idea: Fiction texts, through different formats, are made up texts.

Unit Essential Questions:

- What do readers use in order to recognize different types and structures of fiction?

Unit Enduring Understandings:

- Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres and aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination or explain aspects of life, culture or nature.

Unit Learning Targets

Students will...

- explain the differences between fiction books that are realistic versus fantastical
- recognize different types and structures of fiction (fantasy, traditional tales, and realistic)
- identify common story elements and key details in fictional texts (characters, setting, problem and solution)
- understand the narrative structure of fiction (beginning, middle, and end)
- compare and contrast two familiar tales
- retell familiar stories using story structure and key details
- describe characters in a story using key details.
- ask questions to help clarify thinking and deepen understanding.
- make inferences about character traits using evidence from the text.
- use their schema to make predictions, connections, and understand realistic fiction.
- use their schema of genre to comprehend fiction texts.
- make a movie in their minds to visualize a story.
- generate questions as they read to deepen understanding of a story.
- use different strategies before, during, and after reading to enhance comprehension of texts.
- apply self-monitoring skills and strategies to determine the meaning of important vocabulary
- read with fluency and expression.
- synthesize information presented within and across fiction texts
- use illustrations in a story to describe characters, settings, and events
- deepen their understanding of author's purpose as it relates to the fiction genre

Evidence of Learning

Summative Assessment:

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/695_1.pdf?request=U0FNT

[F8xNjYxOTE4NDAwMDAwXzE2NjE5NTA2MTE4OThfWEFORURV](#)

Formative Assessments:

- https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/77_1.pdf?request=U0FN

[TF8xNjYxOTE4NDAwMDAwXzE2NjE5NTAxNTM1NTdfWEFORURV](#)

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/134_1.pdf?request=U0FNT

[F8xNjYxOTE4NDAwMDAwXzE2NjE5NTAzNDYwNjFfWEFORURV](#)

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● IRA 1- The Look and Sound of Stories ● IRA 2- Traditional Tales: Common Language and Elements ● IRA 3- A Favorite Fable Retold in Pictures ● IRA 4- Familiar Stories: What Do You Remember? ● IRA 5- A Different Twist on a Familiar Tale ● IRA 6- Fantasy Fiction: These Animals Talk! ● IRA 7- Analyzing and Connection Characters ● IRA 8- Realistic Fiction: It Could Happen to You ● ML 1- Thoughtful Reading ● ML 2- Make a Movie in Your Mind ● ML 3- It's All in the Questions ● ML 4- Maintaining Meaning ● ML 5- Reading With Expression ● ML 6- Fictional Characters: What Makes Them Tick? ● ML 7- What Matters Most? ● ML 8- Retelling Stories With Meaning ● ML 9- Written Retellings ● ML 10- Sharing the Message 	8 weeks
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Mentor Texts <p>The 3 Little Dassies Blackout The Lion and The Mouse The Mightiest Poppleton</p>	

The Three Little Pigs

- Share Texts:

Backyard Picnic

Don't Eat the Gigggleberries

The Giant Turnip

Lights Out

- Tools -Google Classroom

-Seesaw

-BrainPOP

-Raz Kids

(See this [list](#) for more ideas from the NJDOE)

(See this [list](#) for Kenilworth Tools and Platforms)

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.
- Pre-teach Tier 2 and Tier 3 vocabulary.
- By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Kindergarten Fiction Reading Unit of Study.
- Text to speech/Oral reading
- Supply Students with Graphic Organizers:
- Use First Grade graphic organizers from Fiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. Venn Diagram: Fiction Story Books & Informational Books, Venn Diagram: Comparing two Tales Character Web, Teacher Reference Character Web, Use Your Voice, The Mightiest, Use Your Voice
- Allow for Student Choice: Students should be permitted to demonstrate understanding of the First Grade Fiction Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.
- Access to word/picture banks to reference in tasks that require reading in the Fiction unit of study
- Provide wait time to allow students to process orally presented information and questions relating to the First Grade Fiction Reading Unit of Study
- Allow extra time to complete independent practice tasks or accept work that has been completed at that time.
- Supply Students with Anchor Charts: (Paste or staple into student notebooks for easy reference) Venn Diagram: Fiction Story Books & Informational Books, Elements of Traditional Tales, Elements of Fiction, Retelling The Lion and the Mouse, Transition Words and Phrases, Comparing two Tales, Lessons We Have Learned, Words to Describe My Movie, Difficult

Words in the “Three Little Pigs”, We Can Figure it Out, Opposite Character Traits, Retelling a Story, Common Themes and Messages

*Also See ELL Modifications

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Higher level texts such as Level J and up that address the same enduring understanding of the Fiction Unit of Study.
- Students will read different versions of the story, “The Three Little Pigs” With assistance they can lead groups in acting out each version.
- Have students write a short review about which folktale they like best.
- Have students read familiar tales and/or leveled fiction texts and place sticky notes on pages that provide evidence of a specific character trait. Instruct students to write one word from the list to describe the trait that they feel is revealed by what the character says or does.

Examples of Strategies and Practices that Support English Language Learners:

- Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.
- Students use illustrations in lieu of written responses to share their ideas.
- Students reread their guided reading text (a number of times) in order to practice and apply newly learned strategies.
- Point out vocabulary in illustrations.
- Access to word/picture banks to reference in tasks that require writing in the Launching unit of study
- Native Language Supports (peer, online assistive technology, (translation device, bilingual dictionary)
- Graphic organizers done orally with the students, or have partly filled in for better understanding of expectations.
- Utilize the adapted version of Revise and Take Another Look Checklist.
- *Also Students with Disabilities Modifications

Unit Title: Non- Fiction

Unit Summary: Texts that convey facts and information are non-fiction.

Primary Interdisciplinary Connections:

- Refer to the mentor text The Life Cycle of a Frog by Bobbie Kalman, from the Writing unit Nonfiction All-About Books Grade 1, to compare and contrast text features. W.1.2.
- Students may listen to and read along with the following audiobook biographies and use the time lines at the end of the books during Group Share to explain to their classmates the important events in the subjects' lives. Although these titles may be above the independent reading levels of some students, the audio feature will allow them to listen to and make sense of the stories. In addition, if students work with a partner, they can support one another through conversations about what they are thinking, noticing, and learning. W.1.8, 2.5.2.B.4

Wilma Rudolph: Against All Odds (timeline on pp. 28 and 29)

Jackie Robinson: Hero on the Baseball Field (timeline on pp. 28 and 29)

Clara Barton: Angel of the Battlefield (timeline on pp. 28 and 29)

Career Readiness, Life Literacies, and Key Skills: CRP2, 6, 7

Learning Targets

NJSLS Standards: RL.1.1-10; SL.1.1-2, 6; L.1.2, 4, 6

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Climate Change Standards: 1.1.2.Cn10b; K-ESS2-2; K-ESS3-1; 2-LS2-1

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Big Idea: Non-fiction texts, through different formats, are texts that provide information and facts.

Unit Essential Questions:

- What do readers use to recognize the structures and features of nonfiction texts?

Unit Enduring Understandings:

- Readers get to know that nonfiction texts encompass reference, literary and biography texts, and provide facts and information that sparks curiosity and opens students' eyes to new worlds and different points of view.

Unit Learning Targets

Students will...

- learn new information about interesting subjects and topics by reading nonfiction texts.
- use text features of nonfiction to help them understand new information and topics.
- know how to use various text features to locate key facts or information in a text.
- learn the structure of nonfiction to better understand how to read nonfiction.
- use a timeline to learn about an important person in a biography.
- use fix-up strategies to monitor and maintain meaning of unfamiliar words.
- identify important information and details in literary nonfiction texts in order to determine point of view and purpose.
- ask questions to better understand the big ideas in a literary nonfiction text.
- use a Table of Contents to find out where information is located in nonfiction texts.
- use captions and labels to help me better understand nonfiction texts.
- use fix-up strategies, background knowledge, and context clues to monitor and maintain meaning of unfamiliar words.
- better understand the texts they read by making personal connections before, during, and after reading.
- ask questions as they read to better understand the text.
- identify basic similarities and differences between two texts on the same topic
- better understand the information they read by recognizing and understanding the sequential structures of nonfiction.
- use timelines to help gain additional information about the topics they are reading and learning about.
- use additional resources found in the back of nonfiction books in order to learn more information about the topics I am reading.
- synthesize information to help them better understand what they have learned.

Evidence of Learning

Summative Assessment:

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/697_1.pdf?request=U0FNT

[F8xNjYxOTE4NDAwMDAwXzE2NjE5NTQxODAxNDhfWEFORURV](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/697_1.pdf?request=U0FNT)

Formative Assessments:

- https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/77_1.pdf?request=U0FN

[TF8xNjYxOTE4NDAwMDAwXzE2NjE5NTQyMzAyNjdfWEFORURV](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/77_1.pdf?request=U0FN)

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/134_1.pdf?request=U0F

[NTF8xNjYxOTE4NDAwMDAwXzE2NjE5NTQyOTUwMDJfWEFORURV](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/134_1.pdf?request=U0F)

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● IRA 1- Exploring Non-Fiction ● IRA 2- Focusing on Features ● IRA 3- Notable Noticings ● IRA 4- Structures Support Readers ● IRA 5- Important People, Places, and Things ● IRA 6- I Don't Know This Word ● IRA 7- Purposeful Purpose ● IRA 8- Readers Notice Words, Ask Questions, and Gather Evidence ● ML 1- How the Table of Contents Helps Us ● ML 2- Captions and Labels ● ML 3- We Can Figure It Out! ● ML 4- Making Connections ● ML 5- Curious Questions ● ML 6- Let's Take Another Look at Literary Nonfiction ● ML 7- The Circle of Life ● ML 8- Organizing and Sharing Dates, Events, and Information ● ML 9- Check It Out! ● ML 10- I Get It! 	8 weeks
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Mentor Texts <p>Atlantic Backyard Books: Are You a Butterfly</p>	

Dr. Seuss Biography
 Grow Your Own Sandwich
 Is It Living or Nonliving
 Life In the Rain Forest

- Shared Texts:

The Butterfly Body
 Frog or Toad
 From Egg to Frog
 Hibernation
 Mari's Journey

- Tools

-Google Classroom
 -Seesaw
 -BrainPOP
 -Raz Kids

(See this [list](#) for more ideas from the NJDOE)
 (See this [list](#) for Kenilworth Tools and Platforms)

**Differentiating Instruction:
 Students with Disabilities, English Language Learners,
 and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.
- Pre-teach Tier 2 and Tier 3 vocabulary.
- By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Kindergarten Launching Reading Unit of Study.
- Supply Students with Graphic Organizers: Use First Grade graphic organizers from Nonfiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. Venn Diagram, Frog or Toad Venn Diagram, Dr. Seuss Timeline, Let's Compare Captions and Labels, and Let's Make a Timeline
- Have students use the "Venn Diagram" graphic organizer to compare and contrast other items, such as dogs and cats, nests and houses, or summer and winter.
- Ask students direct questions that start with the words "What happened before," "What happened after," and "What happened last?"
- Allow for Student Choice: Students should be permitted to demonstrate understanding of the First Grade NonFiction Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,
- Access to word/picture banks to reference in tasks that require reading in the Non Fiction unit of study

- Provide wait time to allow students to process orally presented information and questions relating to the First Grade Non Fiction Reading Unit of Study
- Allow extra time to complete independent practice tasks or accept work that has been completed at that time.
- Supply Students with Anchor Charts: (Paste or staple into student notebooks for easy reference) Lets Learn About Nonfiction, Text Features in Our Books, Noticing Help Us Find Meaning, Words About Living Things, Elements of Biography, What Does It Mean?, Bringing Fiction and Nonfiction Together, Noticing Words, Let's Find It, What Is a Caption? What Is a Label?, Leg's Look for Clues, Making Connections, What is Literary Non-Fiction, Elements of Timeline, Check It Out and I Get It.

*Also See ELL Modifications

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Higher level texts such as Level J and up that address the same enduring understanding of the Non- Fiction Unit of Study.
- Have students look for additional books in the classroom library at their level, that discuss living and nonliving things so that they can extend their learning and their acquisition of facts.
- Students will use their Social Studies or Science current curriculum topic to compare and contrast using a venn diagram.
- Students can create an illustration of something they would like to share and/or are writing about.
- They should include four or five labels with arrows to mark specific items in the illustration.
- During Group Share, have students explain why the labels they have included are important.
- With parent or guardian supervision, students can go to the web sites offered in the books to find more information about the subjects. Have students briefly present their new facts and information to the class.

Examples of Strategies and Practices that Support English Language Learners:

- Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.
- Ask students direct questions that start with the words "What happened before," "What happened after," and "What happened last?"
- Have partners read other nonfiction books at a lower level to aid in comprehension. Ask students to write down a list of words they don't understand. Then the partners should work together to find the clues to define the words, creating their own personal Glossary for each book.
- Students use illustrations in lieu of written responses to share their ideas.
- Students reread their guided reading text (a number of times) in order to practice and apply newly learned strategies.
- Access to word/picture banks to reference in tasks that require writing in the Launching unit of study

- Native Language Supports (peer, online assistive technology, (translation device, bilingual dictionary)
- Graphic organizers done orally with the students, or have partly filled in for better understanding of expectations.
- Utilize the adapted version of Revise and Take Another Look Checklist.
- *Also Students with Disabilities Modifications

Unit Title: Poetry

Unit Summary: Poetry is a genre that allows the reader to interact with the text through emotions and different kinds of language.

Primary Interdisciplinary Connections:

Pairs of students select a poem. Together they will determine the rhyming pattern and assign different rhymes to each partner. The students can divide the reading for each of the rhyming patterns and read the poem together, alternating the reading of the rhymes

between them. S.L.1.1., 2.5.2.B.4, CRP4

- Have partners choose a poem to dramatize. 1.1.2.C.3, CRP4

Career Readiness, Life Literacies, and Key Skills: CRP 1, 2, 6

Learning Targets

NJSLS Standards: RL.1.1-7, 9-10; RI.1.2: SL.1.1-4, 6; L.1.1, 2, 6; RF.1.1, 3-4

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Climate Change Standards: 1.2.2.Re7b; 1.5.2.Cn11b

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Big Idea: The language of poetry finds the reader engaging in the pieces in a way that allows him to make emotional connections.

Unit Essential Questions:

- What do readers use to interpret the structural elements of poems?

Unit Enduring Understandings:

- Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language.

Unit Learning Targets

Students will...

- explore and discover what poets write about.
- use text structure to read poetry with fluency.
- recognize that poets use rhyme to create rhythm in their poems.
- recognize patterns in poetry.
- recognize onomatopoeia, alliteration, and repetition to help understand the tone of a poem.
- recognize that onomatopoeia includes words that are common and words that are invented.
- use the sensory images and details found in poems to help visualize what the poet is trying to say.
- use mental pictures to understand the meaning of poems.

- explore the purpose of the poem and use clues to help identify the big ideas.
- make connections to the poem they are reading.
- deepen their understanding of the poem by asking questions and making connections.
- identify emotions when reading poetry.
- think about the word choices poets include to make their poem extraordinary.
- use story elements to identify the important message and themes of a poem.
- use strategies to better understand the confusing parts of a poem.
- use illustrations and text features to better understand a poem.
- demonstrate an understanding of the writer's central messages and common themes when reading poetry
- understand haikus and their impact on the main idea of the poem

Evidence of Learning

Summative Assessment:

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/780_1.pdf?request=U0FNTF8xNjYxOTE4NDAwMDAwXzE2NjE5NTQ0OTUxMzNfWEFORURV

Formative Assessments:

- https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/77_1.pdf?request=U0FNTF8xNjYxOTE4NDAwMDAwXzE2NjE5NTQ1NzIzMDhfWEFORURV
- https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/134_1.pdf?request=U0FN TF8xNjYxOTE4NDAwMDAwXzE2NjE5NTQ2MTE5MTJfWEFORURV

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● IRA 1- The Possibilities of Poetry ● IRA 2- Why Do Poems Look the Way They Do? ● IRA 3- It's Time to Rhyme ● IRA 4- More Rhyming Time! ● IRA 5- It's All About the Sound ● IRA 6- Fun With Sound- Onomatopoeia ● IRA 7- Poems Make Pictures in Our Minds ● IRA 8- When I Close My Eyes... ● IRA 9- What's the Big Idea? ● IRA 10- Investigating Inspiration ● IRA 11- Discovering Mood and Feeling ● IRA 12- Exploring Emotions ● ML 1- The "Extra" in Extraordinary 	8 weeks

<ul style="list-style-type: none"> ● ML 2- Extra, Extra, Read All About It! ● ML 3- Wait a Minute! What's Going on Here? ● ML 4- Features that Add Meaning ● ML 5- Thinking and Wondering ● ML 6- Comparing and Contrasting Poems 	
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<i>Teacher Resources</i>	<i>Teacher Note</i>
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<ul style="list-style-type: none"> ● Mentor Texts <p>Bill Martin Jr., Big Book of Poetry Did You See What I Saw?: Poems About School Good Books, Good Times In the Wild One Big Rain: Poems for Rainy Days Our Big Home</p> <ul style="list-style-type: none"> ● Shared Texts: <p>Dragonfly Fireflies Oak Tree</p> <p>Tools:</p> <ul style="list-style-type: none"> -Google Classroom -Seesaw -BrainPOP -Raz Kids <p>(See this list for more ideas from the NJDOE) (See this list for Kenilworth Tools and Platforms)</p>	
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**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Pre-teach Tier 2 and Tier 3 vocabulary. ● By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Kindergarten Poetry Reading Unit of Study. ● Have students create an illustration from the read-aloud poems. ● Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 1 Poetry Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,

- Access to word/picture banks to reference in tasks that require reading in the Poetry unit of study.
- Provide wait time to allow students to process orally presented information and questions relating to the First Grade Poetry Reading Unit of Study Visualizing: Making a Mental Movie.
- Allow extra time to complete independent practice tasks or accept work that has been completed at that time.
- Supply Students with Anchor Charts: (Paste or staple into student notebooks for easy reference) Looks Are Important, Using Our Five Senses in Poetry, Clues We Use to Identify the Big Idea, Connecting Through Schema, Mood Questions, Emotion Words, Words That POP in the Elephant Poem, Word That POP, Story Map, Say It Again, Let's Look at the Text, Thinking and Wondering, and Venn Diagram.

*Also See ELL Modifications

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Higher level texts such as Level J and up that address the same enduring understanding of the Poetry Unit of Study.
- Have small groups of students compare and contrast their predictions for the big idea of "Open House" (p. 38) by Aileen L. Fischer from The Bill Martin Jr. Big Book of Poetry. Students can base their predictions on the title, the illustration, and background knowledge.
- Have each group read the poem together and determine the big idea, discussing whether they were able to come close with any of their predictions.
- Students find and put poems together to create their own collections of poems that are thematically linked.
- Students complete a Venn diagram for two different poems and then accompany the diagram with illustrations that reflect the similarities and differences.

Examples of Strategies and Practices that Support English Language Learners:

- Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.
- Students use illustrations in lieu of written responses to share their ideas.
- Students reread their guided reading text (a number of times) in order to practice and apply newly learned strategies.
- Access to word/picture banks to reference in tasks that require writing in the Poetry unit of study
- Have a variety of poems available at various levels so students can visually comprehend what a poem looks like.
- Native Language Supports (peer, online assistive technology, (translation device, bilingual dictionary)
- Graphic organizers done orally with the students, or have partly filled in for better understanding of expectations.

*Also Students with Disabilities Modifications