

BENWAY SCHOOL

Reading Curriculum

Grade 1



Benway School**Content Area:** Reading**Grade Level:** 1

New Jersey Student Learning Standards	Progress Indicator
Ask and answer questions about key details in a text.	RL.1.1
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.2
Describe characters, settings, and major event(s) in a story, using key details.	RL.1.3
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.4
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.1.5
Identify who is telling the story at various points in a text.	RL.1.6
Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7
Compare and contrast the adventures and experiences of characters in stories.	RL.1.9
With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	RL.1.10
Ask and answer questions about key details in a text.	RI.1.1
Identify the main topic and retell key details of a text.	RI.1.2
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.4
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI.1.5
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.1.6
Use the illustrations and details in a text to describe its key ideas.	RI.1.7
Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.	RI.1.8
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9
With prompting and support, read informational texts at grade level text complexity or above.	RI.1.10

<p>Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>RF.1.1</p>
<p>Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>RF.1.2</p>
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<p>RF.1.3</p>
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.1.4</p>
<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W.1.1</p>

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	W.1.7
Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. 	SL.1.1
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.2
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.1.3
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5
Produce complete sentences when appropriate to task and situation.	SL.1.6
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 	L.1.4
With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). 	L.1.5

C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	
D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	L.1.6
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Create a document using a word processing application.	8.1.2.A.2
Illustrate and communicate original ideas and stories using multiple digital tools and <u>resources</u> .	8.1.2.B.1
Develop an understanding of ownership of print and nonprint information.	8.1.2.D.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Identify various life roles and civic and work-related activities in the school, home, and community.	9.2.4.A.2
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12

First Grade: Reading Unit 1
Building Good Reading Habits
September-October (6-8 weeks)

Essential Questions:

- What do readers do during Reading Workshop?
- What is Turn and Talk?
- Does reading begin when I start tracking the words on a page?
- Are there good reading habits? Bad?
- How can our reading partners help us grow?

Enduring Understandings:

- Reading communities develop routines for Reading Workshop
- We practice good habits for reading long and strong.
- We practice good habits for tackling hard words.
- We practice good habits with our reading partners.

1: Students will get their minds ready to read by previewing the text.	2: Students will reread, think back, and talk about books with others.	3: Students will strive to get stronger at reading by reading more and more books.	4: Students will understand that readers don't need reminders to push themselves to read more.	5: Students will reread so their voices become smoother.
6: Students will read with their eyes instead of their fingers and scoop up more words at a time, reading in phrases.	7: Students will track new details and develop new understandings each time they read.	8: Students will preview each new page to get their minds thinking before reading the words and think back to all the clues they saw on the page if they get stuck.	9: Students will acknowledge their bad reading habits so they can drop them and remember to use the good habits they've learned for solving tricky words.	10: Students will look at all the parts of a word to figure it out.
11: Students will utilize meaning as a source of information, using picture clues to consider words that would make sense.	12: Students will double-check to be sure that what they're reading makes sense and looks right.	13: Students will try another strategy when one doesn't work.	14: Students will utilize what they know about letters and sounds, particularly vowels, to solve words—trying sounds two ways.	15: Students will introduce a book to their reading partners at the beginning.

16: Students will coach their partners to solve tricky words in books instead of just telling each other what they word says.	17: Students will work on habits of strong reading with their partners, such as staying with their books once they've read them.	18: Students will celebrate all the good habits of strong reading and set goals for the year ahead.		
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Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
 - Celebration ideas: Acting out a favorite part for the class, creating a Book Hall of Fame, cheering for the growth in length of reading time, counting up the tallies from this month...
- Readers make sure to choose books they can enjoy and can read with fluency, accuracy, and comprehension.
 - Strong readers read for a long time by:
 - Reading during the whole time of Reading Workshop.
 - Rereading their books or choose another book to read during independent time.
 - Taking turns choosing books during partner time.
 - Remembering that strong readers can take little breaks and then keep going.
 - Setting goals for themselves to read for a long time each day, independently and then with their partners.
 - Using strategies to help them get back to their reading when they lose their focus.
 - Readers carefully read their books by:
 - Taking a picture walk before they read.
 - Using the cover and title to figure out what the book is about.
 - Tracking print as they read by pointing under each word.
 - Using the pictures to help them with tricky words.
 - Checking to make sure that what they say matches the word on the page.
 - Readers ask themselves the following questions:
 - Does this look right? (Does it match the letters?)
 - Does this sound right? (Does it fit with the structure of the sentence?)
 - Does this make sense? (Does it fit with the meaning of the story?)

- Demonstrate how to pick a “just right” book by using the 5 finger rule:
 - Open the book to any page.
 - Read the words on that page
 - Count the number of words you do not know on the page.
 - Now decide if this is a good book to read by yourself.
 - 1-2 words wrong- ok
 - 3 words wrong- you may need help
 - 4 words wrong- tough to read
 - 5 words wrong- get a new book
- Readers talk with partners to help them understand books.
 - Readers think about who they are as readers by:
 - Continuing on the exciting Reading Workshop journey from Kindergarten by reading lots of books in first grade.
 - Sharing their favorite books and characters.
 - Thinking about what kinds of books they like.
 - Thinking about their favorite places to read.
 - Thinking about their favorite people to read with.
 - Setting goals for reading in first grade.
 - Readers do their best independent reading work during Reading Workshop by:
 - Knowing that Reading Workshop is a time for everybody to do his or her best reading, thinking, and talking.
 - Knowing that they have independent time (alone reading time) and partner reading time in Reading Workshop.
 - Knowing that there are different jobs for the teacher and readers during Reading Workshop. Readers read all by themselves while the teacher works with students.
 - Knowing that independent reading is quiet; readers read to themselves in whisper voices or in their heads.
 - Working quietly and do not interrupt the teacher and their classmates.
- Readers take care of books so they last.
 - Readers become stronger readers because they share with their partners by:
 - Sharing favorite pages with a partner after they read their book together.
 - Making plans with their reading partners and decide what work they are going to do when they are finished reading

their books together.

- Reading partners make different plans when reading together:
 - Who chooses the book?
 - Who reads first?
 - What type of reading they will be doing (choral, seesaw, echo)?
 - Who speaks first, etc.?
 - Readers solve problems with their reading partners (disagreement regarding who goes first, making sure both partners take turns reading, etc.).
- Readers choose just right books by:
 - After Running Record Assessments are completed, readers no longer pick books out of the table baskets. They pick books out of the just right book bins in the classroom library.
 - Having reading bags as a place to store their books.
 - Having reading bags to help them travel between school and home with their books.
 - Going book shopping and choose just right books from the classroom library.
 - Going book shopping and choose enough books to read for the entire week.
- Reading communities develop routines for reading workshop.
 - Readers choose books all by themselves during Reading Workshop by:
 - Choosing a book by looking at the cover and seeing if it looks interesting.
 - Flipping through the pages of a book and think, "Can I understand this book?"
 - Previewing a book by doing a picture walk.
 - Readers take care of their books during Reading Workshop by:
 - Remembering that readers take care of books because they are valuable and we want to share them with everyone.
 - Carefully turning pages and not bending them.
 - Putting books back in the book baskets carefully by making sure they are not squished and that they are facing forward with the right side up.
 - Readers love to talk about books with other readers by:
 - Sitting next to their reading partners, back to back, during independent reading time.
 - Sitting knee to knee and shoulder to shoulder with a reading partner, with one book between them, during partner

time.

- Taking turns picking books to read during partner time.
- During partner time, reading together by taking turns (one reader reads a page, the other reader echoes).
- During partner time, reading together by taking turns reading a page each.
- During partner time, reading a book together (choral reading).
- Deciding how reading partners are going to read a book together.

Key Vocabulary Words

Anchor chart, author, community, habits, partnership, procedure, turn and talk

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Concepts About Print
- High frequency words
- Letter Identification
- Phonemic Awareness Assessment: either Assessment 1 or Assessment 2 (as needed)
- Running Records
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper
- Smartboard
- Laptops
- Short Stories
- Longer Favorite Picture Books
- Engaging Informational Texts

- Poems or Rhythmic Books
- Big Books

Demonstration Texts:

- Gossie & Gertie by Olivier Dunrea
- Kazam's Birds by Amy Ehrlich (part of Brand New Readers: Orange Set)
- "Little Miss Muffet" nursery rhyme

Read-Aloud and Shared Texts

- Ish by Peter H. Reynolds
- Ollie the Stomper by Olivier Dunrea
- Fantastic Mr. Fox by Roald Dahl
- Charlotte's Web by E. B. White
- "Make New Friends" song

Suggested Texts:

- Corduroy by D. Freeman
- Chrysanthemum by K. Henkes
- Flying by D. Freeman
- No, David! by D. Shannon
- David Goes to School by D. Shannon
- Lily's Purple Plastic Purse by K. Henkes

Teacher Resources:

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- [PARCC Model Content Frameworks K-2](#)

- NJSLS breakdown by lesson: See N Drive

First Grade: Reading Unit 2
Word Detectives: Tricky Words (new TC book)
October-December (6-8 weeks)

Essential Questions:

- How do readers use strategies to figure out words?
- How do readers make sense of printed text?
- What can a reader do when encountering trouble figuring something out in reading?
- How can partners help us read?

Enduring Understandings:

- Readers use the cover, title, and pictures to predict what they will be reading about.
- Readers use strategies to read with accuracy and fluency.
- Readers think about a story and how the words will go before they read.
- Readers make sure they check and fix their words when they notice something is not quite right.
- Readers retell what they just read to a partner.

1: Students will notice tough words as they read and stop to solve these words right away.	2: Students will look closely at words to get clues, making sure they look across the whole word to solve it.	3: Students will use everything they know to solve problems.	4: Students will check to ensure they know what a word might say by saying the word slowly, sliding their finger under the word, and checking that all the parts look right.	5: Students will figure out what makes a good reading partner.
6: Students will read words they know in a snap.	7: Students will utilize snap words as clues to think about what makes sense.	8: Students will ask themselves, “Does this mystery word remind me of another word I know?” and then think of a similar snap word to help figure out the new word.	9: Students will turn new words into snap words.	10: Students will utilize snap words to read in longer phrases, making their reading sound smoother.
11: Students will break words into parts as they read, trying a word in different ways until it	12: Students will pay close attention to the beginning of a word, especially looking	13: Students will notice big words with unknown endings and break off the ending to figure out	14: Students will look closely at vowels inside words, especially side-by-side words, then	15: Students will utilize parts of words they know to figure out tricky new words.

makes sense and sounds right.	closely to see if any letters go together.	the part that's left, then put the parts back together to read the whole word so it makes sense and sounds right.	try the word in different ways until it makes sense and sounds right.	
16: Students will watch out for unusual words in their books, such as contractions.	17: Students will read the same text again to make their reading sound smooth after fixing up tricky words.	18: Students will notice a problem, solve it, check it, and reread to make it smooth.		

Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
 - Celebration Ideas: Create a toolbox of print strategies or read a book together in their best storyteller's voice
- Readers use the cover, title, and pictures to predict what they will be reading about
 - Readers choose just right books to help them work on print by:
 - Focusing on shopping for books during book-shopping time.
 - Knowing that choosing just right books is important so they can find books that are not too hard and not too easy.
 - Choosing a certain number of just right books to put in their book bags.
 - Only shopping for books during book-shopping time.
 - Putting books back in the right place before shopping for new books.
 - Readers get their minds ready to read books by:
 - Using information from the cover to help them get ready to read their books.
 - Reading the title aloud, look at the cover illustration, and think, "What might this book be about?"
 - Taking a book walk to get their minds ready before trying to figure out the words.
 - Trying to get a sense of the story during a book walk by noticing what is happening in the pictures.
 - Taking a book walk and look for patterns and familiar words.
 - Reminding themselves what the book is about as they read.

- Taking notice of the author and think about whether they know any other books by the author.
- Reading the blurb on the back cover to get information about what might be inside the book.
- Reading partners work together to get ready to read books by:
 - Sitting side by side, with the book in the middle, and make a plan to read together.
 - Taking a book walk together before reading their book.
 - Reminding each other what the book is about as they read.
- Readers use strategies to read with accuracy and fluency.
 - Readers read with fluency by:
 - Reading with smooth voices, like talking voices.
 - Thinking about the meaning of the sentence or story as they read to help them read fluently.
 - Chunking text to make it sound smooth.
 - Using punctuation to help them read the words smoothly.
 - Going back and reread to make it sound smooth.
 - Going back and reread the whole book to make their voices smooth.
 - Using a storyteller's voice while reading.
 - Knowing that reading just right books helps them read fluently.
 - Reading partners help each other read with fluency by.
 - Echo reading to work on fluency.
 - Choral reading to work on fluency.
 - Helping each other pay attention to punctuation as they read.
 - Going back and rereading tricky parts together.
 - Rereading books together to work on fluency.
 - Thinking about what is happening in the story as they read together.
 - Practice reading books in a storyteller's voice.
- Readers make sure they check and fix their words when they notice something is not quite right.
 - Readers have a toolbox of strategies to help them read words by:
 - Studying the pictures to help them figure out the words.
 - Using the pictures to help them understand the story.

- Figuring out words by saying the sounds of the beginning letters.
- Figuring out words by saying the ends of words.
- Figuring out words by moving through the whole word.
- Always thinking about what makes sense.
- Using a finger to point under the words to help them read carefully (track print).
- Using their eyes to track print and only point under the words when it is a tricky part.
- Looking for patterns and familiar words.
- Readers think about a story and how the words will go before they read.
 - Readers are flexible word-solvers by:
 - Being brave when they get to hard words.
 - Not giving up if they can't figure out a word right away.
 - Trying another strategy when the first one doesn't work.
 - Trying a couple of different strategies to help them figure out hard words.
 - Knowing how and when to help themselves.
 - Asking their reading partners for help.
 - Readers make sure their reading makes sense by:
 - Making sure that what they are reading makes sense and if it doesn't, they need to try to fix it.
 - Asking themselves questions as they read, "Does it look right? Does it sound right? Does it make sense?"
 - Noticing when something doesn't sound right, and they correct themselves until it sounds right.
 - Noticing when it doesn't make sense, and they try to fix it.
 - Skipping a tricky word, reading to the end of the sentence, and going back to try reading the tricky word again.
 - Reminding themselves what their book is about.
 - Making sure their reading makes sense by asking questions.
 - Talking about how they solved tricky words together.
- Readers retell what they just read to a partner
 - Reading partners help each other read words by:
 - Not just giving each other the tricky word, they help their reading partner figure it out.
 - Giving each other time to figure out tricky words.
 - Reminding each other of ways to figure out tricky words.

- Going back and rereading after they have figured out a tricky part.

Key Vocabulary Words

Accuracy, fluency, predict, strategy, title

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Concepts About Print
- High frequency words
- Letter Identification
- Running Records
- Writing about reading
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper
- Smartboard
- Laptops
- Post-its

Demonstration Texts:

- *A Country Mouse and a Town Mouse* by Ruth Mattison
- *Lost Socks* by Dawn McMillan

Read-Aloud and Shared Reading Texts

- *The Birthday Boy* by Debbie Croft

- *Donovan's Word Jar* by Monalisa DeGross
- *Nate the Great* (Book 1) by Marjorie Weinman Sharmat

Suggested Texts and Resources:

- *Max's Words* by Kate Banks
- *Take Away the A* by Michael Escoffier
- *The Boy Who Loved Words* by Roni Schotter
- *The Word Collector* by Sonja Wimmer
- *The Photo Book* by Beverly Randell
- *Tiger, Tiger* by Beverly Randell
- *Wake Up, Dad* by Beverly Randell
- Books that contain pictures that readers can look at to use clues to figure out words. (ie. *Wiggle*, D. Cronin)
- Books with repeating patterns and rhymes (ie. *Five Little Monkeys Jumping on the Bed* by E. Christelow, *The Flea's Sneeze* by L. Downey, *The Napping House* by A. Wood, *In a People House* by Dr. Seuss, *The Very Hungry Caterpillar* by E. Carle, *Rhyming Dust Bunnies* by J. Thomas)
- Mo Willems books to emphasize intonation and reading with expression (i.e., *Don't Let the Pigeon Drive the Bus!*, *We Are in a Book!*, *There is a Bird on Your Head!*, *The Pigeon Needs a Bath!*, *Today I Will Fly!*, etc.)

Fiction Series:

- Young Cam Jansen series by David A. Adler
- Nate the Great series by Marjorie Weinman Sharmat
- The High-Rise Private Eyes series by Cynthia Rylant

Teacher Resources:

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- [PARCC Model Content Frameworks K-2](#)

First Grade: Reading Unit 3
Learning About the World: Reading Nonfiction
December-February (6-8 weeks)

Essential Questions:

- Why do we read nonfiction?
- How can we prepare to learn about a topic before we read the words on a page?
- How does understanding the text structure help readers better understand its meaning?
- Why do readers prepare before reading books aloud to others?
- What happens after we learn about a topic?
- How do readers read, share information, and develop ideas from nonfiction texts?

Enduring Understandings:

- Readers prepare to learn about a topic before reading.
- Nonfiction readers tackle tricky words in order to keep learning.
- Readers of informational books think about questions they have about the book’s topic.
- We read aloud like experts.
- Readers work with partners to share their learning and explain their questions and answers.

1: Students will get started with a sneak peak in order to help them learn about new topics.

2: Students will linger on a page and use the pictures to find more detailed and information that accompany the text.

3: Students will bring the information on a page to life by using the images on the page or in their heads to imagine what is happening and make inferences.

4: Students will reread to put the parts of their books together.

5: Students will read with expression, making their voices smooth and lively.

6: Students will celebrate their new knowledge by talking about what they learned from their books.

7: Students will remain persistent, especially when they get stuck on hard words in their books.

8: Students will “crash” the word parts together and then check that the word makes sense by reading the beginning, middle, and end of the word and then putting the parts together.

9: Students will slow down to check that a word looks right and then reread to check that it makes sense.

10: Students will solve tricky words by saying the word the best they can and then thinking about what the word means.

11: Students will utilize key words to help them think and talk about the information in their books.	12: Students will reread a single page in different ways to figure out how the page should sound.	13: Students will prepare to read aloud to others by figuring out what they find interesting about the book, reading the book, and considering what is worth sharing.	14: Students will prepare to read by paying attention to how the different parts should sound so that their reading shows feeling.	15: Students will study what they admire about the author's writing and talk about those craft moves in their read-alouds, noting where they can apply the same techniques to their own writing.
16: Students will utilize the key words they've been collecting as they read to talk about a topic and teach others what the words mean and why they're important.	17: Students will utilize not only their voice, but also their body to bring a book to life.	18: Students will make sure that their audience is attentive and understands the information they are sharing.		

Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
- Readers of informational books preview a book and think about what they will be learning about.
 - Readers use everything they know to get ready to read nonfiction books:
 - Getting ready to read by looking at the title and studying the cover.
 - Getting ready to read a nonfiction book by doing a picture walk.
 - Asking themselves, "What do I think I will learn about the topic?"
 - Getting themselves ready to read by thinking about how their books work (sections and headings, etc.).
 - Getting their minds ready to read (nonfiction) by thinking about what they already know about a topic.
 - Deciding how they will read their book (beginning to end, etc.).
 - Knowing they don't always have read their books cover to cover. They use the table of contents to help them figure out the right places to read about what they want to learn.

- Readers use strategies to read nonfiction books by:
 - Noticing and using the text features to help them learn and understand more about their topics (photographs, headings, etc).
 - Thinking about how the text features help them understand what they are reading.
 - Always reading and thinking about what their books are mostly about.
 - Thinking about how the pages go together.
- Reading partners/clubs help each other understand what they are reading by:
 - Asking questions to help each other find out more about their topics.
 - Helping each other use the text features as they read.
 - Helping each other answer, "What is this mostly about?"
 - Thinking about how the pages go together.
- Readers of informational books think about questions they have about the book's topic, and work with partners to share their learning and explain their questions and answers
 - Readers use strategies to help them read nonfiction books by:
 - Gathering information by looking closely at illustrations and photographs.
 - Knowing that illustrations and photographs help us envision the information in our own minds.
 - Asking themselves, "How does this picture help me understand?"
 - Using captions to help us with the pictures.
 - Paying attention to different kinds of print.
 - Knowing that if it has a different kind of print (enlarged, bold, underlined, etc.), it must be really important.
 - Trying to close their eyes and picture things in their heads as they read to make sure they are understanding.
 - Readers jot on Post-its as they read by:
 - Having lots of ideas as they read and use Post-its to help them remember.
 - Using Post-its to jot down the big things they are learning about a topic.
 - Writing the most important information on their Post-its.
 - Using Post-its to jot down new information they are learning on a topic.
 - Thinking about their reactions as they read (wow, cool, gross, etc.).
 - Readers read and talk about their nonfiction topics with their reading partners/clubs by:

- Sharing what they have learned about their topics.
- Sharing and talking about their Post-its with their reading partners/clubs.
- Asking each other questions.
- Readers will explore nonfiction texts and differentiate between nonfiction and fiction.
 - Readers of nonfiction immerse themselves in the reading of nonfiction texts by:
 - Knowing that nonfiction texts teach us about something.
 - Comparing and contrasting nonfiction books with fiction books.
 - Readers sift and sort nonfiction books by:
 - Immersing themselves in nonfiction books and thinking about what they notice.
 - Thinking about ways to organize nonfiction books (topic, author, etc.).
 - Studying and organizing their nonfiction books by sorting them into baskets.
 - Creating labels for each basket.
 - Readers read to learn about the world and things in it by:
 - Reading nonfiction to become smarter about things in our world.
 - Teaching others about what they learn.
 - Choosing a nonfiction topic to study with their reading partners or reading club.
 - Reading nonfiction books independently during alone time and with reading partners/clubs during partner time.
 - Reading just-right fiction books when they are done reading their nonfiction books.

Key Vocabulary Words

Bold print, captions, contents, facts, glossary, index, informative

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Concepts About Print
- High frequency words
- Letter Identification
- Running Records Classroom participation

- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper
- Smartboard
- Laptops

Demonstration Texts:

- Hang On, Monkey! by Susan B. Neuman
- I Want to Be a Doctor by Dan Leibman
- Sharks by Anne Scheiber

Read-Aloud and Shared Reading Texts

- Owls by Mary R. Dunn
- Super Storms by Seymour Simon
- “Eagle Flight” by Georgia Heard
- “Migration” by Georgia Heard

Suggested Texts:

- A Day at the Firehouse by Giovanni Caviezel
- Tuti’s Play by Jan Reynolds
- Video clip from Wild Kratts from PBS

Teacher Resources:

- [Heinemann Online Resources Login](#)

- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- [PARCC Model Content Frameworks K-2](#)
- NJSLS breakdown by lesson: See N Drive

First Grade: Reading Unit 4
Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension
February-April (6-8 weeks)

Essential Questions:

- Why do readers take charge of their reading lives?
- Should I only focus on one reading strategy each time I read?
- How do readers move beyond word-solving and focus on meaning making as they read?

Enduring Understandings:

- Readers add new tools to read hard words.
- Readers smooth out rough parts to make sure their readings looks right, sounds right, and makes sense.
- Readers stop at parts, make predictions, and mark it with a post-it.
- Readers explain their predictions to a partner and use a reason or example.
- Readers retell what happened in a variety of ways that match the type of book they are holding.
- Readers make movies in their mind and picture characters, setting, and action.
- Readers use everything they know to get the job done.

1: Students will take charge of their reading, by stopping at the first sign of trouble and then trying something to solve the problem.

2: Students will utilize more than one strategy to figure out the hard parts, trying something and then something else to get the job done.

3: Students will triple-check after solving tricky words, asking, “Does it make sense?” “Does it look right?” “Does it sound right?”

4: Students will reflect on strategies they use and make a plan to be the best readers they can be.

5: Students will call on their partners to help them use strategies and check their reading, especially when it’s really tough.

6: Students will think about what is happening in the story to help them problem solve a difficult word.

7: Students will listen carefully as they read to consider what word might come next, thinking, “What kinds of word would fit here?”

8: Students will slow down to break up longer words part by part.

9: Students will utilize the strategy of analogy, solving a new word by recalling one that looks similar.

10: Students will be flexible in their attempts to solve words—using what they know about letter combinations and trying many ways to get the word right.

<p>11: Students will read sight words in continuous text fluently, and to expand their repertoire of known words by rereading.</p>	<p>12: Students will monitor for meaning as they read across whole parts of longer, more challenging books, checking to make sure they understand each part of what they read, and rereading when they don't.</p>	<p>13: Students will envision the scene as they read, using the pictures and the words to make a movie in their mind.</p>	<p>14: Students will keep track of who's talking—the dialogue—as they read.</p>	<p>15: Students will stop and use clues in the illustrations and the text to infer the meanings of unfamiliar vocabulary, extending what they learned to do with nonfiction books to all the books they read.</p>
<p>16: Students will use everything they know, drawing from their full repertoire of word-solving strategies, to tackle challenges with greater automaticity.</p>	<p>17: Students will notice and name what makes an audio book engaging for the listener and then apply these same strategies to improve their fluency.</p>	<p>18: Students will give each other feedback to improve their reading fluency.</p>		

Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
 - Celebration Ideas: Reader's Theater, using media to compare a book to film
- Readers smooth out rough parts to make sure their reading looks right, sounds right, and makes sense.
 - Readers know that it is their job to understand what they are reading by:
 - Making sure the words on the page make sense to them.
 - Asking themselves, "Does it look right? Does it sound right? Does it make sense?" as they read.
 - Reading with smooth voices when they really understand the story.
 - Stopping and making a picture in their minds to understand better as they read.
 - Retelling their story easily when they really understand.
 - Stopping at confusing parts.

- Using Post-its to mark confusing parts in their book.
- Asking questions when they are confused.
- Rereading the tricky parts when they are confused.
- Catching themselves when their minds wander away from the story and say, "Okay, go back to the book now."
- Rereading books to better understand the story. It helps them pay closer attention to the details.
- Reading partners help each other monitor for sense by:
 - Talking about the tricky parts in their book.
 - Helping each other figure out tricky words.
 - Rereading the tricky parts with their partners.
 - Stopping and retelling when they don't understand.
 - Using Post-its to mark and help each other figure out confusing parts.
 - Rereading books together to better understand the story.
 - Practicing reading together using their storyteller's voice.
- Readers stop at parts, make predictions, and mark it with a post-it. Then, they explain their predictions to a partner and use a reason or example.
 - Readers have ideas while they read by making predictions by:
 - Making predictions as they read.
 - Using the cover to gather ideas about the story before they read.
 - Taking a book walk before they read the story to make predictions.
 - Staying involved in the story by predicting.
 - Stopping every few pages to think about what might happen next.
 - Predicting by making pictures in their mind as they read.
 - Using what they know about the book to make good predictions.
 - Using what they know about life to make good predictions.
 - Knowing that not all predictions are confirmed or helpful.
 - Revising their predictions as they read.
 - Reading partners think and talk about ideas while they read together and make predictions by:
 - Taking a book walk together before reading to make predictions.

- Stopping and making predictions as they read together.
 - Revising their predictions as they read together.
- Readers retell what happened in a variety of ways that match the type of book they are holding and make movies in their mind and picture characters, setting, and action.
 - Readers stay focused as they read by:
 - Knowing that it is important to understand what they are reading.
 - Knowing that it is important to think while they read.
 - Knowing that readers who think about their reading understand their reading better. (Not thinking while you're reading is like watching a movie with your eyes closed. You still hear the movie, but you're missing what's really going on.)
 - Having reading partners check in with each other to make sure they are reading "with their eyes open."
 - Readers retell books to themselves and their reading partners by:
 - Retelling their books to check for understanding.
 - Retelling the story after they finish reading their books.
 - Retelling the most important parts of the story across their fingers.
 - Retelling the story in sequential order (first, then, next, etc.).
 - Retelling the story in their own words.
 - Checking for accuracy by looking back, page by page.
 - Using character names and details in their retellings.
 - First reading their books together, then retelling.
 - Taking turns retelling. Then both partners check for accuracy by looking back at the book.
 - Practicing checking for understanding as they read together.
 - Retelling the most important parts of the story.

Key Vocabulary Words

Character, inferencing, problem/solution, schema, setting, retell

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Concepts About Print

- High frequency words
- Letter Identification
- Running Records Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Chart paper
- Smartboard
- Laptops

Demonstration Texts:

- The Dinosaur Chase by Hugh Price
- Zelda and Ivy: The Runaways by Laura McGee Kvasnosky

Read-Aloud and Shared Reading Texts

- Frog and Toad Are Friends by Arnold Lobel
- Tumbleweed Stew by Susan Stevens Crummel

Suggested Texts:

- A Visitor for Bear by Bonny Becker
- Chester's Way by Kevin Henkes
- Audiobook version of Frog and Toad Are Friends by Arnold Lobel
- George and Martha by James Marshall
- Detective LaRue by M. Teague

Teacher Resources:

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- [TC Benchmark Reading Levels](#)
- [PARCC Model Content Frameworks K-2](#)
- NJSLS breakdown by lesson: See N Drive

First Grade: Reading Unit 5
Meeting Characters and Learning Lessons: A Study of Story Elements
April-June (6-8 weeks)

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Should a text only be read once? ● How do readers get to know stories and characters better? ● Do characters always behave one way? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers get to know their characters like they get to know their friends (what they look like, what they do...). ● Readers pause while they read to think about a character and jot down their thinking. ● Readers pay attention to what characters do and say, and also how a character’s feelings change throughout a story ● Readers learn important lessons. ● Readers grow opinions about books. ● Readers think across books by comparing characters.
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1: Students will take a sneak peek before they read to get ready for each new reading adventure.	2: Students will utilize what is happening in the story to predict what will come next.	3: Students will encourage children to mark important parts in their books to retell and retain the story.	4: Students will reread to notice new details in their stories.	5: Students will reread and notice patterns in the important events.
6: Students will pay attention to details to learn all they can about the characters they meet along the way.	7: Students will get to know a character better by paying attention to the relationships in the story.	8: Students will reread not only to see new things about the story, but to learn more about the characters as well.	9: Students will become the character.	10: Students will expect that a character’s feelings will change across the story and adapt their reading voices to show these changes.
11: Students will read so they can bring the characters to life, by noticing the clues	12: Students will reread to see new details, learn more about characters, make their voices	13: Students will notice lessons in their books by paying attention to what the character learned	14: Students will think about life lessons all the time—even before they start a new book—and	15: Students will compare and contrast books by asking,

authors leave in their stories.	smooth, and show the characters' big feelings.	when a problem gets solved.	use those thoughts to read differently, thinking right from the start about what lesson the book might teach.	"What's the same? What's different?"
16: Students will compare books by thinking about the categories and grouping stories that teach similar lessons.	17: Students will generate strong opinions about their books.	18: Students will rehearse before giving a book recommendation in order to make their speaking voices smoother.		

Additional Teaching Points: *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
 - Celebration Idea: Create riddles about characters and share them with others.
- Readers get to know their characters like they get to know their friends (what they look like, what they do...).
 - Readers study what characters do in books by:
 - Thinking about characters they already know and love.
 - Thinking, "What do we already know about characters?"
 - Helping make a class chart ("Characters We Know and Love").
 - Beginning a new book and ask themselves, "Does this book tell a story about someone?"
 - Quickly looking at the front cover and the pages of the book to see which character is the star of the book.
 - Getting to know the characters in their books by noticing what they do.
 - Reading the words and looking at the pictures to notice what the characters do.
 - Retelling the stories of what the characters do across their fingers.
 - Retelling what their characters do in their stories by saying what the character did first, next, and last.
 - Readers read character just right books independently and with reading partners by:
 - Choosing just right character books from the classroom library.

- Reading just right character books all by themselves during independent reading time.
- Reading just right characters books with their reading partners during partner time.
- Knowing their stories so well that they tell their reading partners about them.
- Readers make predictions about their characters by:
 - Knowing that when they read about what their characters do, they can guess what happens next.
 - Paying attention to what the characters are doing to guess what happens next.
 - Paying attention to what the characters like in order to see what happens next.
 - Looking for a pattern to see what happens next.
 - Using a Post-it to mark places where they guess what will happen next.
- Readers pause while they read to think about a character and jot down their thinking.
 - Readers have ideas about characters as they read by:
 - Spying on their characters by paying attention to all of the things their characters do and say.
 - Always trying to figure out more about their characters.
 - Gathering clues about their characters as they read.
 - Figuring out more about a character by looking at what the character does in each part of the story.
 - Thinking about what their characters like and don't like.
 - Paying attention to what the characters say to find out how they are feeling (happy, sad, frightened, angry, etc.).
 - Looking closely at the pictures and words in their books to think about how a character feels.
 - Thinking about what characters do and say on the outside to see how they are feeling on the inside.
 - Pretending they are the characters to imagine what they are thinking.
 - Getting to know a character by thinking about how a character feels in each part of the story.
 - Stopping and asking themselves, "How is the character feeling in the beginning?" "Does the character feel differently in the middle of the story?" "Do the character's feelings change in the end?"
 - Thinking about whether they would feel the same way as their characters.
 - Thinking about how other characters feel and compare them.
 - Readers have ideas about characters and share them with their reading partners by:
 - Reading books together with their partners and talking about all of the new things they are figuring out about their

characters.

- Using Post-its to mark places in their books to share with their reading partners.
 - Using Post-its to mark places in their books that they don't want to forget.
 - Talking about their Post-its with their reading partners.
- Readers compare characters in books and think about how they are similar and different
 - Readers compare and contrast characters by:
 - Thinking about how characters are similar.
 - Thinking about how characters are different.
 - Thinking how they are alike and different from the characters.
 - Thinking about whether or not they would be friends with the characters in their books.
 - Celebrating the favorite characters they studied.
 - Creating riddles about characters and sharing them with others ("I'm a pig, I sometimes lose my temper, and I like to read. Who am I? POPPLETON!")
 - Readers pay attention to what characters do and say, and also how a character's feelings change throughout a story.
 - Readers have strategies when it is hard to get to know their characters by:
 - Making sure they can tell about their characters after they finish their book.
 - Knowing if they can't tell about their characters at the end of the book, they should fix this.
 - Going back to the beginning of the book and then take a picture walk before reading the book again.
 - Looking at the pictures and reread the story.
 - Studying the pictures and the words to help them better understand the story and the characters.
 - Knowing that sometimes tricky words get in the way of trying to get to know the characters.
 - Using all of their word-solving tools to help them figure out tricky words.
 - Searching the pictures for clues to help them figure out the words.
 - Making a guess at a tricky word and then reread the tricky part to see if their guess makes sense.
 - Rereading their book so they know lots of things about their characters.
 - Rereading with smooth voices and sound like storytellers.
 - Stopping and asking themselves after every page, "What happened to my character on this page?"
 - Paying close attention to the pictures and the action words in the story.

Key Vocabulary Words

Character traits, compare/contrast, feelings (i.e., frustrated, disappointed, jealous, surprised, proud, etc.)

Evidence of Learning

Additional Suggested Assessments:

- Individual and small group conferences/conferring notes
- Concepts About Print
- High frequency words
- Letter Identification
- Running Records Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments

Instructional Materials:

- Units of Study
- Classroom leveled library
- Basket of character books on different levels
- Class created charts (*Characters We Love*)
- Chart paper
- Smartboard
- Laptops

Demonstration Texts:

- Iris and Walter and the Field Trip by Elissa Haden Guest
- The Ghost-Eye Tree by Bill Martin, Jr. and John Archambault
- Off We Go! by Jane Yolen
- Mr. Putter and Tabby Drop the Ball by Cynthia Rylant
- Frog and Toad Are Friends by Arthur Lobel
- Poppleton by Cynthia Rylant
- Pancakes for Breakfast by Tomie de Paola
- Curious George Gets a Medal by H. A. Rey
- The Tenth Good Thing About Barney by Judith Viorst
- No David! by David Shannon

- Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin
- The Carrot Seed by Ruth Krauss
- Upstairs Mouse, Downstairs Mole by Wong Herbert Lee

Read-Aloud and Shared Reading Texts

- Upstairs Mouse, Downstairs Mole by Wong Herbert Lee
- George and Martha: One More Time by James Marshall
- “Chums” by Arthur Guiterman

Suggested Texts:

- Fly Guy series by Tedd Arnold
- Ivy and Bean series by Annie Barrows
- Amber Brown series by Paula Danziger
- Houndsley and Catina series by James Howe
- Pinky and Rex series by James Howe
- Frog and Toad series by Arnold Lobel
- Little Critter series by Mercer Mayer
- Magic Tree House series by Mary Pope Osborne
- Henry and Mudge series by Cynthia Rylant
- Marvin Redpost series by Louis Sachar
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by J. Viorst
- Ira Sleeps Over by B.Waber
- Lily’s Purple Plastic Purse by K. Henkes
- Corduroy by D. Freeman
- David Gets in Trouble by D. Shannon
- Andrew’s Loose Tooth by R. Munsch
- Fireflies by J. Brinckloe

- The Giving Tree by S. Silverstein
- A Bad Case of the Stripes by D. Shannon
- Knuffle Bunny by M. Willems

- Teacher Resources:**
- [Heinemann Online Resources Login](#)
 - [Google Drive of Literacy Resources](#)
 - [TC Benchmark Reading Levels](#)
 - [PARCC Model Content Frameworks K-2](#)
 - NJSLS breakdown by lesson: See N Drive

ELL Support Guide

<p>Level 1 Entering</p>	<p>Level 2 Emerging</p>	<p>Level 3 Developing</p>	<p>Level 4 Expanding</p>	<p>Level 5 Bridging</p>
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<p>Students in this level can point to characters i.e. boy, girl, dog etc.. Students are silent and are taking in information as they see and hear it. Even though the students are silent, they are learning and need support from teachers.</p>	<p>In this level, students will be able to match labels with pictures. Students can answer Wh- questions with illustrations as possible answers. For example, Where did the girl go in the story? Have pictures of different settings and the students can show the answer. They cannot answer without visuals.</p>	<p>The students are now able to think deeper and answer “how” questions with illustrations. Thinking is still very literal and visuals are required. Students can now sort illustrations into categories. For example, show the students pictures of the characters and ask which are happy, sad, etc...</p>	<p>The students are now communicating orally. The students can orally answer questions about books read aloud to them. They can find details and begin to understand what the author is trying to say about the characters. For example, if a character is mad, they can identify why. Abstract thinking is still difficult.</p>	<p>By this level, the students have enough language development to read near their grade level. The students should be able to reach all the goals that are outlined in this unit. The students still require assistance with vocabulary.</p>
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Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.

English Language Learners

Modifications:

- Picture books for scaffolding, vocabulary
- Partner tasks
- Modeling and repetition
- Modified assignments

- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time

Students at Risk of School Failure

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting

- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Text tracking with finger and return sweep
- Reading aloud to develop phrasing and fluency
- Visual identification of high frequency words
- Opportunities to develop phrases and complete sentences orally to support development of semantic competencies
- Retell short stories
- Opportunities to self-select texts within the student’s independent reading levels
- Opportunities to ‘read’ all sources of information in texts (pictures, words)

begin developing writing skills by writing self-developed stories (may be one sentence or several sentences)

Modifications for Assessments:

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Establish procedures for accommodations/modifications for assessments