

<b>Course Title – Reading</b>	
<b>Implement start year – 2018-2019</b>	
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<b>Unit # , topic – #1, Assessment</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to evaluate their current reading proficiency and areas of strengths and weaknesses.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2016 NJSL Standard(s), Strand(s)/CPI #</b>          (http://www.state.nj.us/education/cccs/)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b>  <b>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</b></p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i></p> <p><input type="checkbox"/> Creativity and Innovation</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

	<p>___ Flexibility and Adaptability          ___ Initiative and Self-Direction          ___ Social and Cross-Cultural Skills          _X_ Productivity and Accountability          ___ Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i> assessment and feedback determine the focus of learning.</p> <p><i>EU 2</i> increasing their sight word vocabulary correlates with improving their decoding and comprehension skills.</p> <p><i>EU 3</i> reading comprehension measures understanding and literacy.</p> <p><i>EU 4</i> reading fluency, decoding and comprehension can be measured and tracked.</p> <p><i>EU 5</i></p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What does a reading assessment reveal about my reading strengths and weaknesses?</li> <li>• How might a reading assessment help me to improve my reading?</li> <li>• How are my views about reading shaped by assessments?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How can a sight word vocabulary help when reading?</li> <li>• How might memorizing sight words improve my reading fluency?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How does reading comprehension apply to the larger world?</li> <li>• How do inference skills support reading comprehension?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How does my performance on reading assessments affect my self-perception?</li> <li>• How could I collect, organize and analyze data about my own reading assessments?</li> <li>• How could I measure my growth/progress in reading?</li> <li>• How can we prove growth/progress in reading?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• how to adapt their focus of learning based on their performance on formative assessments.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• a large sight word vocabulary is one of the building blocks of decoding and comprehension skills.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• that reading comprehension demonstrates understanding of texts.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• that the collection and analysis of assessment data allows them to monitor their own levels and progress.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• self-select reading material based on their current reading levels.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• demonstrate reading level appropriate sight words with accuracy.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• demonstrate comprehension when reading level appropriate texts.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• collect, organize, read and analyze the results of their formative reading assessments.</li> </ul>
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## Stage 2 – Assessment Evidence

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Periodic Formative Assessment (for example, but not limited to – Brigance, teacher made tests, quizzes and worksheets)
- Individual reading program assessments (for example, but not limited to - SPIRE, Acheive3000, Fluency Tutor)

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- List suggested learning activities here in a logical sequence. Label each activity A, M, or T.

Participate in Sight Word Twister to practice sight word recognition. (A)

Work in partners and partner A will read controlled text orally. Partner B will retell story in his/her own words. (A)

Work in partners with sight word cards to drill sight word recognition. Offer feedback/redirection to partner. (M)

Create a reading assessment binder with labeled areas for specific assessment results based on skills (ex. – decoding, sight words, comprehension, oral reading fluency) or assessment name (for example, but not limited to – Brigance, Dolch, Dibels ORF, SPIRE, Achieve3000.) (M)

Create a Kahoot or Quizlet Live reviewing phonemes, sight words, suffixes, prefixes, word families and/or reading comprehension and present/utilize as a large group review prior to reading assessments. (T)

View and react to Jane Elliot's "The Angry Eye" <https://www.youtube.com/watch?v=tAE3UqxIhfE>. Relate it to your experience as a person with a learning disability. Write a paragraph or orally present reflecting on how your experience relates to the experiment in the video (differentiate as needed).