

# Grade 1 Unit 1 Reading: Building Good Reading Habits

Content Area: **ELA**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **8 Weeks**  
Status: **Published**

## Course Pacing Guide

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### Model

Unit	MP/Trimester	Weeks
Building Good Reading Habits	1	8
Learning About the World	2	8
Readers Have Big Jobs to Do	3	8
Meeting Characters and Learning Lessons	3	8

## Unit Overview

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### Building Good Reading Habits

In the first unit, students will be introduced to Reading Workshop. Like many others in the series, the unit is broken into three bends. Each bend strengthens good reading habits: habits for reading long and strong, habits for solving hard words and habits for working with a partner.

#### Bend 1: Habits for Reading Long and Strong

To begin the bend, focus on establishing the structures, expectations and values that will shape the work kids do-day in and day out-during reading time. Students will develop good habits before, during and after reading.

#### Bend 2: Habits for Tackling Even the Hardest Words

In the second bend, students will review strategies for tackling tricky words. Students will also learn that word solving takes careful monitoring, coaching students to crosscheck sources of information. Students will expand their repertoire for working with partners by teaching them to tackle challenging words together.

#### Bend 3: Partners Have Good Habits, Too!

By the last part of the unit, you will have assessed your readers and matched them to somewhat long-term partners. You'll teach children good habits partners have when working as a team, such as giving reminders and book bin introductions and helping to solve hard words. At the end of the bend, you'll teach partners to

help each other to think backwards across a book to retell and remember the important parts and to think ahead, setting goals.

Read-Aloud and Shared Reading: **Ollie the Stomper** by Oliver Dunrea

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

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

Day 3: Word Study

Day 4: Fluency

Day 5: Putting it All Together

## **Enduring Understandings**

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- Readers understand Reading Workshop expectations and procedures.
- Readers practice good habits before, during and after reading.
- Readers use a plethora of strategies to tackle tricky words.
- Readers collaborate with their partners to strengthen their reading habits.

## **Essential Questions**

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- What are the expectations and routines of Reading Workshop?
- What do readers do before, during and after reading?
- How do readers make sense of words on a page?
- How can my partner and I talk about our books and work as a team?

## **Instructional Strategies & Learning Activities**

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- Establish clear structures and routines during reading workshop
- Continue to develop and teach high-frequency words. Use the word wall with students to learn and practice new words
- Start with a real-life connection
- Review past strategies and objectives
- Link the objective to real-world learning
- Explicit teaching of the strategy

- Guided practice
- Think, pair, share
- Visual aides/cues i.e. anchor chart, graphic organizers
- Confering
- Gradual release of responsibility
- Cooperative learning
- Tiered instructional activities
- Differentiated instruction
- Small-group instruction

## **Differentiated Instruction**

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- Individualized Pacing
- Preferential Seating
- Leveled Texts
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Relationship-Building & Team-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping/Partnerships
- Graphic Organizers
- Assessment Design & Backwards Planning
- Student Interest

## **Formative Assessments**

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- Use last year's data (if available)
- Observe students
- Assess your students' knowledge of high-frequency words and spelling patterns
- Anecdotal Notes
- Running Records
- Reading Logs
- Benchmark Assessments
- Participation in collaborative conversations
- Post workshop share of skills and strategies

## Summative Assessment

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- Fountas and Pinnell Benchmark Assessment
- Reading Notebook

## Benchmark Assessments

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- Fountas and Pinnell Benchmark Assessment
- Words Their Way Primary Spelling  
Inventory: [https://mypearsontraining.com/assets/files/documents/WTW6e\\_Inventories\\_1507909154.pdf](https://mypearsontraining.com/assets/files/documents/WTW6e_Inventories_1507909154.pdf)

## Alternate Assessments

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- TC Running Records: <https://readingandwritingproject.org/resources/assessments/running-records>

## Closure

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- Reading Celebration! Students open a new part of the classroom library, schedule a reading trip to another classroom or student created project i.e. cereal box book, poster, or recording.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Kids answer the following prompt: "What good reading habits have we discussed? What strategies will you continue to use to grow as a reader?"
- Students model new reading strategies in front of the class.
- Record a student using a reading strategy
- Ask a question. Give students ten seconds to confer with peers before taking volunteers.
- Direct students to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Post-it notes to mark reading strategies.
- Reading notebook entry
- After reviewing the learning strategy, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Slow Down (I could use some extra help).

## **ELL**

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- Alternate Responses i.e. hand signals
- Sentence Starters
- Extended Time
- Additional Teacher Modeling
- Simplified Written and Verbal Instructions
- Peer Mentors
- Translation Applications

## **Special Education**

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List is not inclusive but may include the following accommodations. Please refer to individual IEP accommodations and goals.

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for recorded responses
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with picture definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Allow take-home tests.
- Show a model of the end product of directions (e.g., a reading journal or post-it note).
- Stand near the student when giving directions or presenting a lesson.

- Mark the correct answers rather than the incorrect ones
- Make a small copy of the anchor chart or learning objective
- Strategy bookmark
- Reading toolkit

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## 504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- Digital texts
- extended time
- reduced homework or classwork
- verbal, visual, or technology aids
- modified texts or audio-video materials
- behavior management support
- adjusted schedule
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

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## At Risk

Examples may include:

- Have student restate information
- Small copy of the anchor chart or learning objective
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Sentence starters
- Use of a whisper phone
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Extended time
- Visual daily schedule
- Immediate feedback
- Work-in-progress check

- Pace long-term projects
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Examples may include:

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking