Unit 1: Building Good Reading Habits

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Generic Time Period**
Length: **8 Weeks**
Status: **Published**

Unit Overview

This unit is designed as an introduction to first grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will practice good reading habits - habits for reading long and strong, habits for solving hard words, and habits for working with a partner. The unit will capitalize on student reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency. Assessments will be conducted in this unit and throughout the year using Teacher's College Running Records. In addition, Fundations, Level 1, Wilson Language Basics, (2012, Wilson Language Training Corporation)will systematically and comprehensively instruct students in phonemic awareness and word study, which includes both phonetic and high frequency sight words. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.

Standards

LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RF.1.2	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.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.SL.1.1.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).

Essential Questions

- How do readers make sense of the words on the page?
- How do readers push themselves to read more?

- How do readers share books?
- How do readers use letters and sounds to help them tackle hard words?
- What do readers think before and while they are reading?

Application of Knowledge: Students will know that...

- Readers envision as they read.
- Readers match the picture in their mind with the words on the page.
- Readers preview the text before reading.
- Readers reread to make their voices smoother and to develop new understandings about the text.
- Readers talk about and share ideas about books with partners.
- Readers use clues from letter-sounds, pictures and text to help them solve words.
- There are many ways that readers push themselves to read with vigor and stamina.

Application of Skills: Students will be able to...

- Preview pages and get their minds ready before reading.
- Reread to make their voices smoother and to develop new understandings about the text.
- Set goals and read more to get stronger.
- Use clues from letter-sounds, pictures, and text to help them solve words.
- Use mental pictures to strengthen reading comprehension.
- Use strategies to coach reading partners.

Teaching Points and Suggested Activities

Preparation for the Unit

Gather and organize books in the classroom library to give your students access to just-right books to read. Students should have access to texts that allow them to work on the skills that they need as readers. Select and gather books and text for minilessons and guided reading. In addition to exemplar texts, a good choice are books by Olivier Dunrea, *Ollie the Stomper and Gossie* and *Gertie and Kazam's Birds* by Amy Ehrlich. Establish clear structures and routines during reading workshop and across the day.

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 1 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.

Teaching Points

- Teach children that readers get their minds ready to read by previewing the text before diving into the work of reading words.
- Teach children that readers don't just push aside a book the moment they finish reading it. Instead, they do something - reread, think back, or talk about it with others.
- Teach children that readers continually strive to get stronger at reading and that reading more and more books can help strengthen their reading muscles.
- Teach children that readers set goals to read all day long.
- Teach children that readers reread to make their reading voices smoother.
- Teach children that readers read with their eyes instead of their fingers, out of habit. Readers also practice scooping up more words at a time with their eyes, reading in phrases, instead of word by word.
- Teach children that readers reread so that they can see more and more each time.
- Teach children that readers preview each new page to get their minds thinking before they dive into the work of reading the words. This way, if they get stuck, they can think back to all the clues they saw on the page to figure out what word might make sense.
- Teach children that readers acknowledge their bad reading habits so they can drop them and use the good habits they've learned for solving tricky words.
- Teach readers that it's not enough to check the beginning of a word. Readers need to look at all the parts of a word to figure it out.
- Teach children that readers use meaning to figure out words. They think about what would make sense to figure out tricky words.
- Teach children that readers double-check to be sure what they're reading makes sense and looks right.
- Urge readers not to give up, reminding them that when one strategy doesn't work, they can try another.
- Teach readers that when they are trying to read tricky words, one of the hard parts will be the vowels because they make a lot of different sounds. The important thing is to try the sound in two ways - short and long.
- Teach children that one habit reading partners have is to introduce a book to each other at the beginning to give a book introduction.
- Teach children that reading partners coach each other to use good reading habits to solve tricky words in books, instead of just telling each other what the word says.
- Teach children that when partners come to the end of a book, they can do something at the end of the book too. They might reread to smooth it out, or see more, or get ready to retell.
- Celebrate the good habits readers have developed and help partners work together to set goals for the year ahead.

Activities to Support Teaching Points

- Create and refer to anchor charts.
- Study pages from exemplar reader's notebooks.
- Provide and present mentor texts as models.
- Teach the *Work of Readers* Charts.
- Teach children strategies for holding onto text. For example, use Post-its and graphic organizers.
- Model (Talk Aloud) the strategies good readers use.
- Model, provide, and use a reader's notebook.
- Tap, sketch, or jot across a story as a way of retaining information and details.
- Study book introductions and endings.
- Practice creating mental movies as you read.

- Investigate figurative language and descriptive vocabulary and how authors use them.
- Turn and Talk the dialogue in a story to bring the characters' feelings alive.
- Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.
- Provide checklists and reading progressions to assess and develop on-going reading goals.
- Scaffold skills with strategies. For example, use Post-its to identify key elements of a chapter.
- Write long about reading.
- Practice alternating the speed a text is read to reflect tone and mood.
- Plan to celebrate the conclusion of classroom reading projects.
- Use technology in the reading classroom; for example, use digital journals.

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

Teacher-student conferences including: individual, small group, strategy group, and guided reading

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language

- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts
- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events

- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Resources

Units of Study for Teaching Reading:

- *Building Good Reading Habits;* Lucy Calkins and Elizabeth Dunford Franco
- *Learning About the World, Reading Nonfiction*; Lucy Calkins and Amanda Hartman
- *Readers Have Big Jobs to Do, Fluency, Phonics, and Comprehension;* Lucy Calkins, Elizabeth Dunford Franco, Havilah Jespersen, Lindsay Barton
- *Meeting Characters and Learning Lessons, A Study of Story Elements;* Lucy Calkins and Elizabeth Dunford Franco
- *A Guide to the Reading Workshop,Primary Grades*; Lucy Calkins
- *Reading Pathways, Grades K-2, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades K-2*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Smarter Charts; Marjorie Martinelli

Genre Study: Teaching with Fiction and Nonfiction Books; I.C. Fountas and G.S. Pinnell

Guided Reading, Good First Teaching for All Children; I.C. Fountas and G.S. Pinnell

Read Aloud and Mentor Texts

Ish; Peter H. Reynolds

Abuela; Arthur Dorros

Koala Lou; Mem Fox

Chrysanthemum; Kevin Henkes

Danny and the Dinosaur; Syd Hoff

Pinky and Rex series; James Howe

Horrible Harry series; Suzy Kline

Mr. Noisy Paints His House; Joel Kupperstein

I Had a Hippopotamus; Hector Viveros Lee

The Carrot Seed; Ruth Krauss

Sam the Garbage Hound; Charnan Simon

Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business; Esphyr Slobodkina

Hooray for Snail! John Stadler

Subway Sparrow; Leyla Torres

Nate the Great series; Marjorie Weinman Sharmat

Noisy Nora; Rosemary Wells

Harry and the Dirty Dog; Gene Zion

Henry and Mudge series; Cynthia Rylant

Little Bear series; E.H. Minarik

Frog and Toad series; Arnold Lobel

Mr. Putter and Tabby series; Cynthia Rylant

Poppleton; Cynthia Rylant

The Three Bears; Paul Galdone

Peter's Chair; Ezra Jack Keats

The Snowy Day; Ezra Jack Keats

Ollie the Stomper; Olivier Dunrea

Books From Reading Street

A Kid's Best Friend; Maya Ajmera and Alex Fisher

Pig in a Wig; Susan Stevens Crummel

Jungle Drum: Deanna Wundrow

A Fox and a Kit; Leya Roberts

Get the Egg; Alyssa Satin Capucilli

Animal Park; Judy Nayer

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.