

Unit 1 Reading: Building Good Reading Habits

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **4 Weeks**
Status: **Published**

Brief Summary of Unit

Students will build good reading habits during first grade and acquire essential skills to become lifelong readers. Readers will establish reading workshop routines and expectations to create a strong reading community. In addition, students will learn how to go about choosing books, building their reading stamina, and setting goals for themselves. During this unit, students will engage in partnership work and learn specific strategies to support each other as they read.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2021

Instructional Reading Level Benchmark: A, B, C, D, E, F

Guided Reading and Small Group strategy work can provide small group instruction for **Level A language and literary features**:

- Mostly one-syllable words with predictable letter-sound relationships
- Nouns, verbs, pronouns
- Repeating language patterns (simple three to six words on each page)
- Simple sentences (no embedded phrases or clauses)
- Subject preceding verb in most sentences
- Repeated use of a few easy high frequency words
- Some words with -s and -ing
- Consistent layout of illustrations and print
- Illustrations that match print very closely
- One line of text on each page
- Consistent layout
- Period only punctuation

Guided Reading and Small Group strategy work can provide small group instruction for **Level B language and literary features**:

- Mostly one-syllable words with predictable letter-sound relationships

- Nouns, verbs, pronouns, adjectives, prepositions
- Some simple plurals
- Repeating language patterns (usually three to seven words in a sentence)
- Mostly nameless, flat characters
- Short predictable sentences that are close to oral language

Guided Reading and Small Group strategy work can provide small group instruction for **Level C language and literary features**:

- Simple dialogue (assigned by said in most texts)
- Amusing one-dimensional characters
- Some words in bold or larger font for emphasis
- Texts with familiar settings close to children's experience
- Line breaks match end of phrases and sentences
- Simple, predictable sentence structure but patterns vary
- Many sentences with prepositional phrases and adjectives

Guided Reading and Small Group strategy work can provide small group instruction for **Level D language and literary features**:

- Simple dialogue and some split dialogue
- Simple dialogue assigned to speaker
- Variety in assignment to speaker (other than said)
- Variation of words used to assign dialogue
- Some sentences that are questions
- A few sentences beginning with phrases

Guided Reading and Small Group strategy work can provide small group instruction for **Level E language and literary features**:

- Some longer sentences (more than ten words)
- Some complex sentences with a variety of clauses
- Some sentences with prepositional phrases
- Variation in words to assign dialogue (said, cried, shouted) used for meaning
- Some words with three syllables

Guided Reading and Small Group work can provide small group instruction for **Level F language and literary features**:

- Both simple and split dialogue, speaker usually assigned
- Some longer stretches of dialogue
- Some long sentences (more than ten words) with prepositional phrases, adjectives, and clauses
- Some complex sentences with variety in order of clauses
- Variation in placement of subject, verb, adjectives, and adverbs
- Some compound sentences conjoined by and
- Compound sentences using conjunctions

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 1](#); the [suggested pacing guides for word study and phonemic awareness](#) (grades K-1) can be found in the K-5 folder.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

| | |
|------------|---|
| LA.L.1.2.D | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| LA.L.1.2.E | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| LA.L.1.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| LA.L.1.5 | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.L.1.6 | 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., because). |
| LA.RF.1.1 | Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. |
| 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.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| LA.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.RL.1.1 | Ask and answer questions about key details in a text. |
| LA.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| LA.RL.1.3 | Describe characters, settings, and major event(s) in a story, using key details. |
| LA.RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| 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.1.6 | Identify who is telling the story at various points in a text. |
| LA.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| LA.RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. |
| LA.RL.1.10 | With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. |
| LA.SL.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| LA.SL.1.1.B | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| LA.SL.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion. |
| LA.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| LA.SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| LA.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| LA.SL.1.6 | Produce complete sentences when appropriate to task and situation. |

Essential Questions

How can I be the kind of reader who reads and rereads for the whole time during reading, getting ready to talk to my partner?

How can I use all the strategies that I know in ways that let me understand and figure out words in the books that I read?

How will I know when what I am reading makes sense and I am understanding what I am reading?

How will I know what genre I am reading and what strategies I need to be a successful reader in this genre?

How will the routines of a reader's workshop help me to become a skilled reader and reading partner?

Students Will Know/Students Will Be Skilled At

- using strategies to coach reading partners.
- making predictions before reading.
- using letter and word knowledge to improve reading
- self-checking reading and correct errors.
- becoming stronger readers because they share.
- sustaining reading for at least 15 minutes.
- setting reading goals.
- establishing and keeping a reading log.
- using mental pictures to strengthen reading comprehension.
- thinking about the story and how the words will go before they read the words.
- using what they know about letters, sounds, patterns, and snap words to help them read.

- checking and fixing their words when they notice something is not quite right.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud/Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk--Knee Talking, Sharing out
- Post-it Board

Summative including Alternative Assessments:

- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples

- Standards-based reporting system and report card

Benchmark Assessments

- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

Learning Plan

Primary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both structured and balanced literacy practices to both decode *and* comprehend print.

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-used techniques. Daily word work emphasizing phonics and phonemic awareness uses a multisensory approach to instruction. Decodable and controlled texts are used. For Word Study, please refer to the [Cranford Scope and Sequence](#), and the [Phonological Awareness Scope and Sequence](#).

To teach comprehension, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop These include interactive read-alouds, mini lessons, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership discussions. Students will select from authentic literature at their independent reading levels. Teachers will focus on the needed skills and behaviors identified on the Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

During reading workshop, teachers follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the

teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The bends below provide detailed teaching points and lesson ideas.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points and Potential Lessons: Habits for Reading Long and Strong

Suggested Teaching Points and Potential Lessons: Habits for Reading Long and Strong

Readers take a sneak peek or warm up to get ready to read. Readers need to warm up just like runners!

Readers stretch our muscles before diving into a book

- Look at the cover and back—noticing what pictures we see
- Flip through the pages—looking at the pictures and thinking what might happen
- Make a picture in their mind of how the book might go
- THEN, we start reading!
- Partners work as a team and build good habits together - sit elbow to elbow and knee to knee (EEKK!) and share a book

Readers do something at the end of a book

- Reread a favorite part
- Reread the whole book
- Think back over the parts
- Retell it to yourself
- Partners read together and give reminders

Readers get stronger by reading more and more.

- We get used to reading for long periods of time, without needing to quit early. We take a little break and then keep going!
- We keep track of our reading by tracking our stamina.
- We read more and more books each day.

Readers set goals to read all day long

- Volume of reading (20 minutes~10 books)
- Large sticky notes in each book for tally marks or a tally column on reading log to track the number of

times the students read each book.

- 10-15 books each day

Readers reread to make their reading voices sound smoother

- Use your best storytellers voice
- Reread to read a few words at a time not just one word at a time
- Reread to smooth out your voice
- Reread to show more feeling

Readers track with their eyes and scoop up their words

- Readers can try scooping up words with their eyes instead of their fingers

When readers reread, they see more

- Sometimes the book matches our ideas but when it doesn't, we need to revise our original thoughts.
- Find something that you didn't notice or think about the first time. New details pop out that you didn't notice the first time that help you understand the book better.
- We always focus on the words, but this time we can focus more on the pictures. Is there something in the pictures that gives us even more information?
- Partners grow ideas together

Readers keep track of their reading by recording which books we read each day. We do this at school and at home!

- Students will jot in the back of each book, one tally mark for every time they read the book with no more than 5 times for each book
- Students will take home one new book at their independent reading level to read at home everyday

Suggested Teaching Points and Potential Lessons: Habits for Tracking Hard Words

Suggested Teaching Points and Potential Lessons: Habits for Tracking Hard Words For more word study, also see Word Work Scope and Sequence

Readers sneak peak at the pictures to figure out words

- Readers look at the pictures first before reading
- Look back at the pictures when you come across a tricky word
- Readers look at the first letter and back at the picture and see if a word that begins like that makes sense

Drop bad habits! Pick up good habits!

- Bad habits – the freeze, the tell me, the mumble, the blooper
- Pick up good habits – Check the picture, look at all the parts of the word, check it!
- Partners can give us reminders to use good habits and say “Uh Oh” if we notice a bad habit

Readers look at all parts of the word

- Readers can be “word busters” They can break apart words
- Readers look for the following in words to figure them out: first letter, blends, digraphs, suffixes, vowel sounds, vowel teams, vowel patterns (CVC), little words inside big words
- Readers can jot busted words and share what strategy they used to bust the word (**Can be done during SHARE time frequently**)
- Partners can help each other by holding up a sign that either says Keep going! or Oops!

Readers remember that not every word is a tricky word. If it’s a ‘snap word’ we can just read it in a snap!
(REFER TO SNAP/RED WORD LIST FOR GRADE ONE)

- Read the word wall before you start to read so that your brain is watching out for these words and you can read them in a snap.

Readers use meaning to figure out words

- Readers can skip the tricky word and read to the end of the sentence, then go back and reread to try and figure out what would make sense that would go with the letters in the word.

Readers double check their reading

- Reread to check if what you said make sense. Check it! Do a double check!
- Break words into parts and crash words back together again

Readers Don’t Give Up – They try, try again.

- Readers use every strategy they can to bust words – Look at the picture and the first letter, try something that makes sense, be a word detective (take apart the word) using the letters and sounds that I know, look for small words in big words, skip and go back.

Suggested Teaching Points and Potential Lessons: Partners Have Good Reading Habits, Too!

Suggested Teaching Points and Potential Lessons: Partners Have Good Reading Habits, Too!

Partners can introduce their books to each other

- Partners introduce their books to each other to get them excited to read
- Partners can choral read (both partners read at the same time)
- Partners can echo read (one partner reads and other partner echoes the same page)
- Partners can see saw read (each partner takes turns reading one page or one sentence)
- Partners can try I read You Slide (one partner reads and the other partner points to the words)
- Partners can just choose I read You read (one partner reads the whole book and the other partner listens)

Partners don’t tell, they help.

- Partners cheer each other on
- Partners give clues about what they could try
- Remind partners of good habits and strategies to try

Partners can do something at the end of a book, too!

- As partners read, the other partner can look, listen and think.
- Partners react to their partner’s book and may stop and say “This reminds me of. . .” or “I think this part is important because . . . “

Partners want to have meaningful conversations

- Think about what the characters are doing
- Talk about funny, sad, confusing, and surprising parts (use Post-it notes to mark!)
- Retell the beginning, middle, and end of a story
- Look at both the pictures and the text to get a feel for the story
- Ask questions to push each other to think about BIG things from the book
 - “What have I learned as a reader?”
 - Are there lessons we can learn from the book? What is the author trying to teach us?
 - How did the character feel at the end of the story?
 - What do they like or not like about the book they just read?

Readers celebrate and set new goals

- Students will jot new habits that they use all the time and celebrate those ie “I always check the picture etc.)
- Readers set new goals for what habits they need to use more to help them read stronger and more fluently

Materials

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. Classrooms will house rich and diverse classroom libraries of both classic and contemporary works.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.
- Cranford Word Study Program.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Possible intervention materials including resources from FCRR and West Virginia may be found in the [Pathways to Intervention](#) document. Teachers can access the green Leveled Literacy Intervention (LLI) kits for striving readers.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources. Classrooms house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 1, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K-2, Jennifer Serravallo
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- For lessons for word work, see [Florida Center for Reading Research](#)
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online resources. Consult with building principal or literacy team for access.

Supplemental Instructional Materials

For [possible anchor charts](#), please look at instructional materials in the Grades K-5 folder.

Possible Read Aloud Texts

- Ready Freddy: Stop That Hamster by Abby Klein
- Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin
- Froggy Goes to School by Jonathan London
- Born to Read by Judy Sierra and Marc Brown
- The Best Book to Read by Debbie Bertram
- The Best Place to Read by Debbie Bertram
- Rosie's Walk by Pat Hutchins (works well for noticing more in the pictures when rereading)

- Junie B. Jones, First Grader At Last by Barbara Park

Possible Teaching Charts

- “How to Do a Warm Up”
 - “Readers Build Good Habits ”
 - “Good Habits for Solving Hard Words” or “Be a Word Detective”
 - “Reading Partners Work Together”
 - “Ways Readers Reread”
 - “How to Retell a Story”
 - “How to Talk to a Partner About Books”
 - (placing a post-it at parts that are interesting, surprising, important, funny, etc.)
- **Guided Reading**

Fiction and nonfiction book sets with 6-8 copies of the same title. Levels A to M - at least 12 sets in each level for both fiction and nonfiction

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Additional accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework

- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.

Additional modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the [Grades K-5 folder](#) for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book.