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: July 2024

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**:

- Mostlly one-syllable words wtih predictable letter-sound relationships
- Nounds, 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 frquency 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:

- Mostlly one-syllable words wtih predictable letter-sound relationships
- Nounds, 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 l anguage 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.

L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RL.PP.1.5	Identify who is telling the story at various points in a text.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Performing Arts Standards

1.4.2.Cr1: (a). Propose potential character choices and plot details in a guided drama

experience (e.g., process drama, story drama, creative drama). (b). Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4: (a). With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama). (b). Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

Essential Questions

- Bend 1: What foundational reading habits do readers use to read with fluency?
- Bend 2: How does a reader use phonics to efficiently solve and decode short vowel words with

beginning and ending digraphs and blends while checking to ensure their reading makes sense?

- Bend 3: How does a reader develop good reading habits?

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.

By the End of this Unit:

- Establish reading workshop routines and expectations
- Readers will build stamina
- Readers will automatize the habits of good reading

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 Asessments

- 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 Linguisystems (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). Clickhere.)

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.

Before Beginning this Unit

Before beginning this unit:

- Launch Reading Workshop routines (Use the first 3-4 days of this unit to teach routines):
    - How do students come to the carpet for Reading Workshop time?

- How does reading workshop go? (Mini Lesson, Independent Reading, Partner Reading, Share)
- Shopping for Books- Choosing "Just Right" books
- Independent Reading Mats

- Prepare baskets of books for each table or individual book bins/bags for each reader

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under Grade 1 Curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

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.

The core materials for this unit include the Units of Study in Reading for grade 1, The Reading and Writing Project at Mossflower, 2024-2025.

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

- 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 wth Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-5 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.

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 compete 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.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.