

# Unit 2: Building Good Reading Habits (Weeks 8-10)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **3**  
Status: **Published**

## Unit 2: Building Good Reading Habits

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### Unit Rationale

Readers will learn how to build and model good reading habits throughout the workshop routine. Students will use reading strategies to decode and comprehend books on their level. Students will practice word solving strategies, such as thinking about what makes sense, looks right, and sounds right to decode tricky words. Also, students will learn the importance of rereading to improve their accuracy and fluency. Readers are encouraged to learn and practice various strategies to read longer and stronger. Students will continue incorporating these reading strategies within all content areas.

### 21st Century Life and Career

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CRP.K-12.CRP2

Apply appropriate academic and technical skills.

### Essential Questions

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How does reading accurately and fluently help readers comprehend their books?

Why is it important for readers to think about what word makes sense, sounds right, and looks right?

How do reading partners support each other while reading?

### Pre-Assessments

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post-it notes

reading response notebooks

student/teacher conference

teacher observation

### Instructional Plan

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### **Skill Set #1: Read With Sufficient Accuracy and Fluency to Support Comprehension**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

#### [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

### **Skill Set #2: Solve Words By Thinking About What Makes Sense, Sounds Right, and Looks Right**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

#### [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

### **Skill Set #3: Readers Use Word Strategies Until Their Reading Makes Sense**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

#### [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

## **Skill Set #4: Readers Collaborate with Reading Partners**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

### [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers.

Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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See CrossWalk

## **New Jersey Student Learning Standards: Content Area**

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ELA.L

Language

ELA.L.RF.1.1

Demonstrate mastery of the organization and basic features of print (including those listed

under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### Phonological Awareness

- ELA.L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.
- ELA.L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- ELA.L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- ELA.L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- ELA.L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- ELA.L.RF.1.3.B Decode regularly spelled one-syllable words.
- ELA.L.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- ELA.L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
- ELA.L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.

#### Fluency

- ELA.L.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- ELA.L.RF.1.4.A Read grade-level text with purpose and understanding.
- ELA.L.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- ELA.L.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### ELA.L.WF Foundational Skills: Writing Language

- ELA.L.WF.1.1.A Write the upper and lowercase alphabets from memory.
- ELA.L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- ELA.L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.
- ELA.L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.
- ELA.L.WF.1.2.A Short vowels and single consonants.
- ELA.L.WF.1.2.B Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- ELA.L.WF.1.2.C Initial and final consonant blends (must, slab, plump).
- ELA.L.WF.1.3.A Write sentences with increasing complexity.
- ELA.RL.CR.1.1 Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- ELA.RL.PP.1.5 Identify who is telling the story at various points in a text.
- ELA.RI.PP.1.5 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- ELA.RL.MF.1.6 With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

## **Integration of Career Readiness. Life Literacies and Key Skills**

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TECH.9.4.2.CI

Creativity and Innovation

## **Integration of Computer Science and Design Thinking**

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CRP.K-12.CRP2

Apply appropriate academic and technical 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.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

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Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

## **SEL Competencies**

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SEL.PK-12.1.3

Recognize one’s personal traits, strengths, and limitations

SEL.PK-12.1.4

Recognize the importance of self-confidence in handling daily tasks and challenges

SEL.PK-12.2.1

Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

SEL.PK-12.2.2

Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.2.3

Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

SEL.PK-12.3.1

Recognize and identify the thoughts, feelings, and perspectives of others

SEL.PK-12.3.2

Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds

SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.3.4

Demonstrate an awareness of the expectations for social interactions in a variety of settings

SEL.PK-12.4.1

Develop, implement and model effective problem-solving, and critical thinking skills

SEL.PK-12.4.2

Identify the consequences associated with one’s actions in order to make constructive choices

SEL.PK-12.4.3

Evaluate personal, ethical, safety, and civic impact of decisions

SEL.PK-12.5.2

Utilize positive communication and social skills to interact effectively with others

SEL.PK-12.5.3

Identify ways to resist inappropriate social pressure

SEL.PK-12.5.5

Identify who, when, where, or how to seek help for oneself or others when needed

