01 Building Good Reading Habits

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **25 Days**
Status: **Published**

UNIT ORIENTATION

This unit will prepare students for Reader's Workshop by teaching behaviors and strategies they will need to read independently, as part as a class, and with a partner. They will learn to set goals and build stamina.

CONTENT AREA STANDARDS

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.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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.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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through

their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

| TECH.8.1.2.E.1 | Use digital tools and online resources to explore a problem or issue. |

EVIDENCE OF LEARNING
Refer to the 'Formative, Summative, and Benchmark Assessments' sections.

Alternate Assessments

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Benchmark Assessments

- iXL
- Dibels

Summative Assessments
Summative assessments can be found in the If/Then curriculum resource.

Formative Assessments
Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.
Supplemental: iXL, Readworks

INTERDISCIPLINARY CONNECTIONS

- Media Literacy: Read Aloud Stories (The Little Engine that Could)
- Educational Tech applications: Voice Recorder or Padlet to help readers identify their Bad Reading Habits (the mumble/freeze)
- Dramatization: Exaggerating Good Reading Habits vs. Bad Reading Habits and the impact it makes while reading.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.