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| **Grade 1**  **Unit Overview**  ***Building Good Reading Habits*** | |
| **Focus Teaching Points** | * Previewing the text to prepare for reading and to figure out words * Thinking and talking about books after reading * Building stamina for reading * Setting personal goals for reading * Rereading for fluency and for deeper meaning * Reading longer chunks of text more fluently * Developing good reading habits for solving tricky words * Trying a different strategy when one doesn’t work * Using more than one strategy to confirm a tricky word * Working with partners to develop good habits * Setting new reading goals over time |
| **Key CCSS Standards** | ***Reading Standards for Literature (RL)***   * *1, 2, 3, 4, 6, 7, 9, 10*   ***Reading Standards for Information (RI)***   * *4, 6, 7, 8, 9, 10*   ***Reading Standards: Foundational Skills (RF)***   * *1, 2, 3, 4*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1a, 1b, 1c, 1f, 1g, 1h, 1i, 1j, 2, 4a, 5a, 5b, 5c, 6* |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Building Good Reading Habits* by Lucy Calkins and Elizabeth Dunford Franco from the *Units of Study for Teaching Reading, Grade 1*, 2015 * Online resources at [Heinemann.com](http://heinemann.com/). A variety of resources to accompany this and the other Grade 1 Units of Study for Teaching Reading are available online through Heinemann.  To access and download this information, you will first need to set up a free account.  **Directions are available on page xv of *Building Good Habits.*** |
| **Bends in the Road** | * Habits for reading long and strong * Habits for tackling hard words * Partners have good habits, too! |
| **Recommended Anchor/Mentor Texts** | * *Ollie the Stomper* by Olivier Dunrea * *Ish* by Peter H. Reynolds |
| **Tips for the Unit** | * We highly recommend that you read the first section of the unit, “An Orientation to the Unit” on pages vi – xv to understand the goals and expectations for this unit, a sense of the unit as a whole, and the important learning of each bend. * This unit is written for the first days of school, and should begin right away. The first session focuses on reminding children what they learned as kindergartners, and many of the sessions use anchor chart language your students will have learned in their kindergarten reading workshops. * Begin Reading Workshop on Day One—*this* is the time to set the stage for reading as an integral, and exciting, part of first grade. Even if you decide to teach the first session of this unit later in the first week, establish your reading workshop routine on the first day of school. * The unit incorporates routines and expectations that are essential to an effective reading workshop. This teaching is done within the context of a reading workshop, expecting that students are able to interact with books for a small chunk of time independently from the first day of school . . . and they can do it! Do not worry that the first lesson is not about how to sit with a book. These expectations are integrated throughout the first sessions, building upon what they know from kindergarten. If your students are not all from Plymouth kindergarten classrooms, those who are will be models for those who are not! * Keep in mind that other essential components of Balanced Literacy (e.g. Reading Aloud, Shared Reading, Guided Reading, Word Work) take place *in addition* to the time set aside for Reading Workshop. *If you are new to the Reading Workshop or the grade, seek out your Literacy Coach or building CTL on how to develop a schedule that incorporates all of these pieces and works for you. It can be tricky at first!* * In addition to the description of the teaching sessions, be sure to note the two additional sections that support this and every other core unit: suggestions for **Read Aloud** (beginning on page 94) and **Shared Reading** (beginning on page 102). Begin these components on the first day of school as well. * Resources for each session are available on Heinemann.com. You will find bookmarks, anchor charts, samples of student work etc. Be sure to register for a free account and use the code in your book to set up access to these resources. If you need help, just ask! * We suggest that if you have not used this instructional resource before to launch your grade 1 reading workshop, follow the session sequence described in the unit. Each session can be more than one lesson, but we suggest not spending more than 2 days on a particular session in the beginning. You can always revisit a session for a day at the end of a Bend, if you think your whole class needs more work in that area. * The following unit, *Word Detectives Use All They Know to Solve Words,* will develop tricky word strategies and good reading habits further, so do not worry if your students are not all using the strategies and habits from this unit proficiently at the unit’s end. More work is to come! ☺ |
| **Classroom Library** | * To start off the year, consider borrowing (or having copies) of familiar favorites (i.e. big books, emergent story books, poems, songs, leveled texts) from kindergarten that children can read right away with confidence. Many of these texts may then be used in the creation of “book baggies” from which children will read during the first month. * When you begin the formal roll-out of your classroom library, you will want to plan for a classroom library that includes a range of texts in terms of complexity, genre, authors and length to appeal to the diversity of readers in your classroom * Books can be organized by author, genre, text type. * Some portion of the library may be leveled. * It is suggested that only a portion of the library is “rolled out” in the beginning; new sections can be made available over time; consider the needs of students during this particular unit of study, taking care to have plenty of fiction, nonfiction, and poetry that students can read. * [Storia](http://www.scholastic.com/storia-school/) will be a helpful resource in providing digital book collections for students. Most students learned how to use Storia in kindergarten, although they will most likely need an explicit reminder about how to log on. Please see your Literacy Coach or Consulting Teacher of Literacy to set up an account if you do not already have one. * See pages xii and xiii of “An Orientation to the Unit” for more on preparing your classroom library. |
| **Assessment** | * Benchmark Assessment * DIBELS * *Optional:* Student self-assessment and interest inventory * See pages x and xii of “An Orientation to the Unit” for more on assessment. |
| **Celebrations** | Children can celebrate how much they have grown as readers since kindergarten. Any one of the options below would help them do that simply while allowing you to move on to the next unit without great interruption.   * Readers can celebrate all of the good reading habits they have developed by setting goals with their partners and recording students’ best reading habits on sentence strips for a hallway display (see page 92 of the unit for more information on doing this). * Create a “then and now” museum by asking students to display a book that was their favorite when they were in kindergarten (from the school library or home) along with their current favorite. The books could be accompanied by photos of the students – then and now. * Students could visit a kindergarten classroom and partner with the kindergartners to tell each other about themselves as readers (and to hear about the kindergartners as readers!). |