

Curriculum Map

The First Thirty Days Readers Workshop

Grade 1

Revised 2008

Revised 2009

*Holyoke Public Schools
America's Choice*

prepared by

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The First Thirty Days (America's Choice, 2005) for Grade 1 introduces the **Readers Workshop**. The **routines and rituals** taught during The First Thirty Days are critical to the successful implementation of the Workshop Model. Teachers need to make sure that these routines and rituals are firmly in place so that students will be able to focus on reading work and become successful. Lessons introduced and modeled will be reviewed, revisited, and/or repeated throughout the year based on the needs of the students. This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards, MA ELPBO/English Language Proficiency Benchmarks and Outcomes, and NCEE Performance Standards.

Overview

The First Thirty Days/Readers Workshop is designed with these concepts in mind:

- Lessons move from the simple to the complex.
- Lessons demonstrate the strategies used by good readers.
- Lessons are based on performance standards and companion content standards.
- Teachers engage in modeling shared reading and reading aloud.
- Students observe and learn appropriate reading behaviors.
- Students have daily opportunities to read, to practice reading strategies independently, and to discuss books and reading strategies.
- Teachers have the flexibility to use books and texts that are available to them and meet the goals of the lessons.
- Attribute charts and rubrics are developed and added onto and used as a resource for learning.

To implement The First Thirty Days of Readers Workshop, teachers will need a wide variety of age appropriate texts, trade books, and Big Books. Many Holyoke elementary schools have well established literacy closets with leveled texts and published materials that can be used effectively in this model. Primary classrooms will also need chart paper, markers, sticky notes, and highlighter tape during the Readers Workshop.

Five Essential Practices for ELL Learners (*America's Choice, Teaching English Language Learners, Literacy*)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document. Strategies for teaching ELL students have been included as part of good teaching practice in maps. They are noted by italics such as : *Students may use language frames such as "That reminds me of _____." or "I liked _____." to enhance discussion.* Please note that these strategies are good practice for all learners.

MA Curriculum Frameworks/ ELA Standards First Thirty Days, Readers Workshop, Gr. 1

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.

Reading and Literature Strand

- 7.1 Demonstrate understanding of the forms and functions of written English:
 - recognize that printed materials provide information or entertaining stories
 - know how to handle a book and turn the pages
 - identify the covers and title page of a book
 - recognize that, in English, print moves left to right across the page and from top to bottom
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
 - understand that a sound is a phoneme, or one distinct sound
 - understand that words are made up of one or more syllables
 - recognize and produce rhyming words
 - identify the initial, medial, and final sounds of a word
 - blend sounds to make words
- 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
 - know that there is a link between letters and sounds
 - recognize letter-sound matches by naming and identifying each letter of the alphabet
 - understand that written words are composed of letters that represent sounds
 - use letter-sound matches to decode simple words
- 8.1 Make predictions using prior knowledge, pictures, and text.
- 8.2 Retell a main event from a story heard or read.
- 8.3 Ask questions about the important characters, settings, and events.
- 13.5 Restate main ideas and important facts from a text heard or read.

Composition Strand

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- 19.5 Write or dictate stories that have a beginning, middle, and end.

English Language Proficiency Domains and General Learning Outcomes MA DOE

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

**NCEE Performance Standards
First Thirty Days, Readers Workshop, Gr. 1**

Reading Standard 1/Print Sound Code

Phonemic Awareness

Grade 1 students should be able to:

- Produce rhyming words and recognize pairs of rhyming words.
- Isolate initial consonants in single syllable words.
- Identify the onset and rime in a single syllable word when pronounced.
- Begin to fully separate the onset and rime by saying the sound aloud.
- Blend onset and rimes to form words.
- Begin to blend separate phonemes to make a meaningful one syllable word.

Additionally, by the end of Grade 1, students should be able to:

- Separate sounds in a word by saying each sound aloud.
- Blend separately spoken phonemes to make meaningful words.

Reading Words

By the end of Grade 1, students should be able to:

- Know regular letter sound correspondences and use them to figure out a regularly spelled one and two single syllable words.
- Use onsets and rimes to create new words that include blends and diagraphs.
- Recognize about 150 high frequency words they encounter in reading.

Reading Standard 2/Getting the Meaning

By the end of Grade I, students should be able to:

Accuracy

- Read Level I books that have been previewed with 90% or better accuracy.

Fluency

- Independently read aloud from Level I books that have been previewed using intonation and pauses that signal sentence structure and text meaning.
- Use commas, periods, question marks, and quotation marks to get meaning and read fluently.

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Notice whether words make sense in context.
- Notice when sentences don't make sense.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Comprehension

By the end of Grade 1, when reading independently, students should be able to:

- Retell the story.
- Summarize the story.
- Describe new information gained from text.
- Answer comprehension questions about story.

By the end of Gr. 1, when read to, students should be able to:

- Extend the story.
- Make predictions about what may happen next.
- Talk about character's motives.
- Describe causes and effects of specific events.

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension
- Read their own writing and the writing of classmates
- Read functional messages in school setting

Being Read To

- Hear two – four texts read aloud daily.
- Listen to and discuss at least one book or chapter that is more difficult than independent reading level.

Discussing Books

- Compare two books by the same author.
- Talk about several books on the same theme.
- Refer explicitly to parts of text

Vocabulary

- Make sense of new words from word use.
- Notice and try to understand unfamiliar words in text.
- Talk about the meaning of new words encountered in reading.
- Talk about words in terms of functions.
- Learn new words daily from talk and books aloud.

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about what they are reading.
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

First Thirty Days

1. Beginning Readers Workshop

Teacher will need to prepare classroom environment ahead of time by having:

- *clearly defined meeting area*
- *chart with a schedule for Readers Workshop*
- *book baskets or book bags ready to use at student worktables*
- *established signal to call students together*

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO Listening and Speaking

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about what they are reading.
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension
- Read their own writing and the writing of classmates
- Read functional messages in school setting

Students will begin to establish the rituals and routines of Readers Workshop as part of the classroom community.

Opening

- Teacher will designate the procedure for students to sit together for opening and closing meeting of Readers Workshop emphasizing practicing the school behavior of sitting quietly so that everyone can see and everyone can learn.
- Teacher will explain how the Readers Workshop schedule will be followed daily.
- Teacher will model the **Opening Meeting** procedure and explain that daily we will read a story aloud or together during this time.
- Teacher will explain the **Work Period** as a time when students will read daily independently or sometimes with a friend. During the Work Period the teacher may be conferencing with students or leading Guided Reading Groups. During this time, teacher will help students learn how to select “just right” books for them to read. Students will learn to keep a log of books read during Work Period.
- Teacher will explain the **Closing Meeting** as the time of the Reading Workshop when class will gather together and talk about reading. Individual students will use the Reader’s Chair to share strategies and discoveries with the whole group.

Work Period

- Students will tour classroom and visit places in the room that will be used for Readers Workshop.
- Students will practice the Work Period by reading independently for 5-10 minutes.

Closing

- Students will gather in the meeting area, review the purposes of Closing Meeting, and share something they have learned or asking clarifying questions about Readers Workshop.
- Teacher will record comments and questions about Reader’s Workshop routines on attribute chart. *Use of icons representing parts of Readers Workshop will provide visual support for learners.*

Work Products: Comments and questions about Reader’s Workshop routines, attribute chart, *Routines of Reader’s Workshop*

2. Establishing Student Routines for Read-Aloud

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.

ELPBO Listening and Speaking

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Being Read To

- Hear two – four texts read aloud daily.
- Listen to and discuss at least one book or chapter that is more difficult than independent reading level.

Students will understand their responsibilities during read-aloud.

Opening

- Teacher will brainstorm with students ways that they become better readers by participating constructively in read-aloud.

Work Period

- Teacher will record student responses on chart, *What Do We Do During Read Aloud? Acting out expected behaviors will help students connect expectations to vocabulary.* Possible responses might include:

- Sitting quietly
- Hands in laps
- Legs crossed
- Eyes on book
- Looking at illustrations
- Listening carefully
- Wondering

Closing

- Teacher will review chart and reflect with students on constructive and purposeful learning behavior during read-aloud.

Work Products: Attribute chart, *What Do We Do During Read Aloud?*

3. Tools of Readers Workshop

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.

ELPBO Listening and Speaking

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will identify tools needed for Readers Workshop.

Students will develop a system for using and storing materials.

Opening

- Teacher will read story *Little Red Toolbox* by Stephen Johnson or *another story that discusses tools and their use to the class as a read aloud* and guide a discussion on the possible uses for different tools.
- *Teacher will have an assortment of real tools such as eating utensils or household tools with labeled index cards naming the tools.*
- Class will discuss who might use each tool and add name of worker to each tool's name card with teacher support.

Work Period

- Teacher will guide discussion to identify tools such as books, Reading Folders, Reader's Notebooks, writing utensils, and computer that might be used in Readers Workshop.
- Class will establish a routine for distributing and using tools during Readers Workshop.
- Class will create a chart, *Tools for Readers Workshop*. *Digital photos and/or illustrations could be used to enhance the chart.*

Closing

- Students will practice retrieving and replacing workshop tools.
- Students will discuss the rituals and routines of Readers Workshop and ask any questions they might have or share what they have learned.

Work Products: Attribute chart, *Tools for Readers Workshop*

4. How to Read a Book

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension
- Read their own writing and the writing of classmates
- Read functional messages in school setting

Students will develop strategies for accessing help when needed while moving towards independent work habits.

Opening

- Teacher will brainstorm with students possible strategies for getting help during the Reading Workshop such as asking a friend, asking another adult, or waiting until help is available.
- Teacher will prompt students to develop an agreed upon signal to indicate when help is needed.

Work Period

- Students will practice reading independently and asking for help using the agreed upon using techniques modeled by the teacher.

Closing

- Students will share what they have learned about reading independently and accessing help using agreed upon strategies *using the language frames*: “ *When I need help reading, I can*”
- Teacher will record responses on chart, *Ways We Can Get Help*

Work Products: Attribute chart, *We Can Get Help*

5. Setting Up Reading Folders

Teacher will need to have folders for each child and a designated storage space in the classroom.

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension
- Read their own writing and the writing of classmates

Discussing Books

- Compare two books by the same author.
- Talk about several books on the same theme.
- Refer explicitly to parts of text

Students will understand how to set up and use Reading Folders.

Opening

- Teacher will display a sample Reading Folder with two pockets – one side for the Reader's Response Notebook and one side for ongoing work.
- Teacher will model the use of the Reader's Response Notebook noting that it is where students will draw and/or write about books that they read in class. Teacher will model an entry based on a previously read book.
- Teacher will explain where Reading Folders will be located and discuss procedures for retrieving and using them during Readers Workshop.

Work Period

- *Students will practice retrieving and replacing their Reading Folders.*
- Students will personalize their own Reading Folders for use.

Closing

- Students will share personalized Reading Folders and discuss their understanding of how they will be used during Reading Workshop.

Work Products: Personalized Student Reading Folders

6. Choosing a Place for Independent Reading

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Read favorite books many times, gaining deeper comprehension

Students will develop routines for practicing independent reading.

Opening

- Teacher will brainstorm with children details about where they like to read.
- Teacher will model thinking aloud about finding a place in the classroom to read.

Work Period

- Students will look for a place in the room that is their personal reading space and indicate where an appropriate place will be.

Closing

- Using a predrawn chart of the room, teacher and students will work together to mark each child's designated reading space on the chart.
- Remind students that it will be their job to go to their designated reading space when it is time for independent reading.

Work Products: Chart, *Classroom Reading Spaces*

7. Selecting Books

MA ELA Standards

10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

America's Choice Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will develop criteria for selecting books to read independently.

Students will understand that different books serve different purposes.

Opening

- Teacher will introduce a variety of texts to class and model choosing which text to read.
- Teacher will model and engage students in deciding which books might be read for a particular purpose using examples such as text with small pictures, informational text, reference materials.

Work Period

- Students and teacher will make a chart together, *How to Select a Book*
- Teacher will guide students to include the following areas:
 - Why am I picking this book?
 - Who is going to read it?
 - Who is going to listen? (p. 27, Readers Workshop)

Closing

- Teacher and students will discuss and share how they will use the chart, *How to Select A Book*, during independent reading. *Students may use language frame to explain book choice such as "I chose this book because...."*

Work products: Attribute chart, *How to Select a Book*

8. Routines for Shared Reading

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

8.2 Retell a main event from a story heard or read.

8.3 Ask questions about the important characters, settings, and events.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension

Being Read To

- Hear two – four texts read aloud daily.

Discussing Books

- Compare two books by the same author.
- Talk about several books on the same theme.
- Refer explicitly to parts of text

Students will understand their responsibilities during shared reading.

Opening

- Teacher will explain the routines for Shared Reading with a prepared chart with heading for the components:
 - Finding out about the book
 - Reading the book
 - Discussing the book
 - Revisiting the book

Work Period

- Using a given book for Shared Reading as a model, teacher and students will discuss and record on chart how they know what the book is about.
- Teacher and students will read the book together with students following along and reading as they are able.
- Teacher and students will discuss the shared reading together and discuss how they figured out hard words or worked on understanding the story better.
- Teacher and students will discuss possible strategies for revisiting the book such as rereading or writing about the book.

Closing

- Teacher will record student responses that support and reinforce the routines of Shared Reading as part of Reader's Workshop. *Students may use language frames such as " I figured out hard words by....." or "helped me to understand the story."*
- Teacher will post chart for students to use as a reference during Shared Reading.

Work Products: Attribute chart, *Routines for Shared Reading*

9. Using Pictures and Cues for Meaning

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Notice whether words make sense in context.
- Notice when sentences don't make sense.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Students will use monitoring strategies to self correct during reading.

Opening

- Teacher will review previously read Big Book and prompt students to think if certain words in text can be predicted based on clues found in illustrations.

Work Period

- Teacher and students will reread text together.
- Teacher will note decoding errors.
- Teacher will prompt students to reflect on decoding errors by asking if the words made sense or if the words matched what is happening in the illustration.
- During independent reading, students will attempt to figure out words using self monitoring strategies.

Closing

- Students will share words that they were able to figure out and explain how self monitoring strategies helped them to understand text. *Students may use language frames such as “ I checked to see if the words made sense.” or “ I checked to see if the words matched the illustrations.”*
- Teacher will record self monitoring strategies on attribute chart for future reference.

Work Products: Attribute chart, *Self Monitoring Strategies*

10. Comparing Spoken Sounds to Printed Letters

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- know that there is a link between letters and sounds.
- recognize letter-sound matches by naming and identifying each letter of the alphabet.
- understand that written words are composed of letters that represent sounds.

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 1/Print Sound Code

Phonemic Awareness

Grade 1 students should be able to:

- Identify the onset and rime in a single syllable word when pronounced.
- Blend onset and rimes to form words.
- Begin to blend separate phonemes to make a meaningful one syllable words.

Additionally, by the end of Grade 1, students should be able to:

- Separate sounds in a word by saying each sound aloud.
- Blend separately spoken phonemes to make meaningful words.

Reading Words

By the end of Grade 1, students should be able to:

- Know regular letter sound correspondences and use them to figure out a regularly spelled one and two single syllable words.
- Use onsets and rimes to create new words that include blends and diagraphs.

Students will identify and locate letter/sound combinations in text.

Opening

- Teacher will reread a familiar Big Book to class.
- Teacher will highlight a target letter/sound that appears several times in the text and model using the letter finder/framer to emphasize the letter and its sound.

Work Period

- Students will use letter finder/framer to emphasize the target letter/sound in other sections of the text.

Closing

- Students and teacher will reread text together emergently.
- Teacher will remind students that letters have sounds and that words are made up of combinations of sounds.

Work Products: Highlighted target letters/sounds

11. Organizing Individual Book Bags

Teacher will need to have individual book bags/bins and several books for each student prepared ahead of time.

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension

Students will organize and be responsible for personal reading materials.

Opening

- Teacher will demonstrate how individual reading materials will be organized using either a book bag, book box, or book bin for each child.
- Teacher will demonstrate how to take out and return books to book bag or bin.

Work Period

- Each child will label their book bag or bin.
- Students will read independently using books from individual book bag or bin.
- After independent reading, students will practice returning book bags or bins to designated area in classroom.

Closing

- Students will discuss what they have learned about using individual book bags or bins and how they will take responsibility for their book bags/bins during independent reading. *Language frame “We learned.....” will help students share orally what they have learned.*

Work Products: Individual reading bags or bins

12. Establishing Reading Logs

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension.

Students will keep an ongoing record of books read independently.

Opening

- Teacher will read a chosen text to class.
- Teacher will display a sample Reading Log and explain to class that they will each keep individual Reading Logs to keep track of books they read during the year.
- Teacher will model filling out a sample sheet of a Reading Log with title, author, date, and comment about book.

Work Period

- Students will discuss favorite parts of the story with partners. *Teacher will need to be attentive to pairing students in a manner that supports language development.*
- Students will complete a Reading Log entry for the chosen text and store entry in Reading Folders.

Closing

- Individual students will share Reading Log entries as samples of work.

Work Products: Reading Log entries

13. Recognizing Letter Patterns

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- know that there is a link between letters and sounds
- recognize letter-sound matches by naming and identifying each letter of the alphabet
- understand that written words are composed of letters that represent sounds
- use letter-sound matches to decode simple words

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 1/Print Sound Code

Reading Words

By the end of Grade 1, students should be able to:

- Know regular letter sound correspondences and use them to figure out a regularly spelled one and two single syllable words.
- Use onsets and rimes to create new words that include blends and diagraphs.
- Recognize about 150 high frequency words they encounter in reading.

Students will recognize letter patterns and use them to read unfamiliar words.

Opening

- Teacher will select a text to read to class with a targeted letter pattern.
- Teacher will read text aloud, emphasizing the chosen letter pattern and highlighting the pattern with stickies or highlighting tape.

Work Period

- Teacher will reread text to class, asking individual students to indicate when they recognize targeted letter pattern.

Closing

- Individual students will mark targeted letter patterns with stickies or highlighting tape and share back with whole group. *Students may use language frame “ I found the letter pattern and I heard thesound in this word.”*
-

Work Products: Highlighted letter patterns

14. Using Context Clues

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Notice whether words make sense in context.
- Notice when sentences don't make sense.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Students will use context clues to determine meaning.

Opening

- Teacher will select a Big Book to read to class that contains several examples where there is a possibility of a reading error that can be self corrected.
**Note...teacher will need to preselect text and mark possible errors ahead of time with stickies.*
- Teacher will read book to class, modeling thinking aloud about problem solving a target word marked in text.

Work Period

- Students will work through problem solving several other examples of target words previously marked in text.
- Individual students will share strategies used to problem solve target words.
Students may use language frame "I figured out the word by....."

Closing

- Teacher will prompt students to discuss strategies used and record strategies on attribute chart, *Using Context Clues.*

Work Products: Attribute chart, *Using Context Clues.*

15. Making Reading Sound Like Talk

MA ELA Standards

7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

(Note that Standard 7.10/Fluency Standard occurs at Gr. 3-4 in MA ELA Framework)

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Accuracy and Fluency

- Read Level I books that have been previewed with 90% or better accuracy.

Fluency

- Independently read aloud from Level I books that have been previewed using intonation and pauses that signal sentence structure and text meaning.
- Use commas, periods, question marks, and quotation marks to get meaning and read fluently.

Students will listen to their reading and make it sound like talk.

Opening

- Teacher will read familiar text to class, modeling fluent oral reading and *providing language support by reviewing illustrations in text and giving students time to think before being asked to remember text.*

Work Period

- Students will work with partners to practice fluent emergent reading of familiar text.

Closing

- Individual students will read emergently sections of text as fluently as possible to the whole group.
- Students will discuss how they know that they are reading fluently.
- Teacher will stress that fluent reading sounds like talk.

Work Products: Examples of fluent oral reading

16. Activating Prior Knowledge

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Comprehension

- Retell the story.
- Summarize the story.
- Describe new information gained from text.
- Answer comprehension questions about story.

Students will use prior knowledge to comprehend text.

Opening

- Teacher will model how to use prior knowledge and information gathered from cover of selected text. (Suggestions include *Wemberly Worried* or *Waiting for Wings*.)
- Using shared writing, teacher will record student responses on chart, “**What I Know About....**”
- *Teacher will read text aloud to students, emphasizing where connections occur between prior knowledge and text using language frames such as:*
 - “That reminds me of _____.”
 - “I know about that because ____.”
 - “I remember when _____.”

Work Period

- Students will illustrate one piece of prior information that was found in text.

Closing

- Students will share illustrations of confirmed prior knowledge and indicate where they found information in text.
- Students will review “What I Know About....” chart and discuss how this strategy will help them to understand text.

Work Products: Attribute chart, *What I Know About....*

18. Using Known Words

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- know that there is a link between letters and sounds
- understand that written words are composed of letters that represent sounds
- use letter-sound matches to decode simple words

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Students will use known words to figure out unknown words and deepen meaning.

Opening

- Teacher will preselect several words that students will be able to figure out by using known words.
- Teacher will model looking for a known word within and unknown word such as play within playing.

Work Period

- Teacher will read a selected Big Book aloud to the class asking students to indicate when they can share figuring out an unknown word in the text by using a known word.
- Several students will model marking known parts of unknown words with stickies or highlighting tape.
- Students will work with a partner and read a chosen text, marking known parts of unknown words with a sticky or highlighting tape.

Closing

- Students will share unknown words figured out in texts and describe how they figured out the new words. Students may use the language frame “ I figured this word out by.....”
- Teacher will record new words figured out on chart, *Using Known Words to Read New Words*.

Work Products: Chart, *Using Known Words to Read New Words*

19. Rereading for Meaning

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Notice whether words make sense in context.
- Notice when sentences don't make sense.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Students will reread to deepen meaning and understanding.

Opening

- Teacher will model reading a text selection from a chosen Big Book and demonstrating losing track of a story and then rereading to maintain text meaning.
- Teacher will reread text with class. As students join in, teacher will prompt students to indicate when they might lose track of the story and when they might need to reread to maintain meaning.

Work Period

- Students will read independently and make note of sections where they needed to reread to maintain meaning. Students may use language frame “ *I got mixed up when.....* ” or “ *I reread to figure out.....* ”

Closing

- Students will share back with whole group and describe how they reread sections to maintain meaning.
- Teacher will record student reflections on chart, *Rereading for Meaning*.

Work Products: Chart, *Rereading for Meaning*

20. What Good Readers Do

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Notice whether words make sense in context.
- Notice when sentences don't make sense.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Students will reflect on and practice strategies for good reading.

Opening

- Teacher will review with students strategies that they have learned that will help them to become good readers.

Work Period

- During independent reading, students will identify strategies that they are using as they read. *Students may use language frame " helps me to be a better reader."*

Closing

- Students will share good reading strategies and record them with teacher assistance on chart, *Strategies for Good Reading*.

Work Products: Attribute chart, *Strategies for Good Reading*

21. Reading with a Partner

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Accuracy

- Read Level I books that have been previewed with 90% or better accuracy.

Fluency

- Independently read aloud from Level I books that have been previewed using intonation and pauses that signal sentence structure and text meaning.
- Use commas, periods, question marks, and quotation marks to get meaning and read fluently.

Students will develop habits and procedures for partner reading during Work Period.

Opening

- *Teacher will prepare digital photos and/or icons ahead of time to show the class examples of partner reading behaviors:*
 - Sitting shoulder to shoulder
 - One child reading, one child listening
 - Two children discussing the books read
- Teacher will explain and demonstrate partner reading behaviors with students.

Work Period

- Students will practice partner reading with a buddy.

Closing

- *Teacher and students will post photos and/or icons of partner reading behavior on a chart for reference during partner reading.*

Work Products: Attribute chart, *Partner Reading*

22. Text to Self Connections

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various genres.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning/Comprehension

Comprehension

By the end of Grade 1, when reading independently, students should be able to:

- Retell the story.
- Summarize the story.
- Describe new information gained from text.
- Answer comprehension questions about story.

By the end of Gr. 1, when read to, students should be able to:

- Extend the story.
- Make predictions about what may happen next.
- Talk about character's motives.
- Describe causes and effects of specific events.

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension
-

Students will develop text to self connections using personal experiences and prior knowledge to deepen comprehension of text.

Opening

- *Teacher will read a selected text to students and model text to self connections using language frame "A text-to-self connection I made was _____."*
Suggested touch tone texts include *Peter's Chair* by Ezra Jack Keats or *When the Relatives Came* by Cynthia Rylant.

Work Period

- Students will work with a partner and share text to self connections they made with the touch tone text. *Students may use language frame "This story reminded me of....."*

Closing

- Teacher will guide student sharing and reflection on text to self connections and how text to self connections deepen meaning.
- Teacher will record reflections on attribute chart, *Text to Self Reflections*.

Work products: Attribute chart, *Text to Self Reflections*

23. Reading Ahead

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Notice whether words make sense in context.
- Notice when sentences don't make sense.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Students will develop and practice the strategy of reading ahead to develop meaning.

Opening

- *Teacher will introduce a new Big Book to class by using a picture walk providing vocabulary support before shared reading so that students will be able to access text and get meaning.*
- Teacher will read book aloud to students, modeling how unknown words can be figured out by reading ahead and then returning to read the sentence again.

Work Period

- Students will read independently and mark places where they read ahead to determine meaning.

Closing

- Students will share back with whole group places where they read ahead to determine meaning and reflect on how strategy deepens understanding. *Students may use language frame "Reading ahead helped me to figure out...."*
- Teacher will record student reflections on chart, ***Reading Ahead for Meaning.***

Work Products: Chart, ***Reading Ahead for Meaning***

24. Using Analogies to Self Correct

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- know that there is a link between letters and sounds
- recognize letter-sound matches by naming and identifying each letter of the alphabet
- understand that written words are composed of letters that represent sounds
- use letter-sound matches to decode simple words

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Notice whether words sound right, given their spelling.
- Notice whether words make sense in context.
- Notice when sentences don't make sense.
- Self correct to solve reading problems by using syntax and word meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, or using known words and word parts to make new words.

Students will compare know parts of words and use their knowledge of similar parts to figure out new words.

Opening

- Teacher will select a Big Book to read to class that has words with common word chunks that can be used to compare and figure out new words.
- Teacher will explain to students that the strategy of using parts of words they know to figure out new words is called decoding words by analogy.

Work Period

- Teacher will reread text with class and ask individual students to indicate when they are decoding a word by using known word parts.
- Teacher will highlight parts of words decoded by analogy using highlighters.
- During independent reading, students will use the strategy of decoding by analogy to figure out new words.

Closing

- Students will share back with whole group and identify words decoded in independent reading by using analogies of known word parts. *Students may use language frame "I used this word part to figure out....."*
- Teacher will record student reflections on chart, *Using Analogies to Figure out Words*.

Work Products: Chart, *Using Analogies to Figure out Words*

25. Reading Punctuation

Teacher will need to select a text with a variety of punctuation to read to class.

MA ELA Standards

22.2 Use correct standard English mechanics such as:

- using appropriate end marks such as periods and question marks.

(Note that Standard 22.2/Conventions occurs at Gr. 1-2 in MA ELA Framework)

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Fluency

- Independently read aloud from books that have been previewed using intonation and pauses that signal sentence structure and text meaning.
- Use commas, periods, question marks, and quotation marks to get meaning and read fluently.

Students will use punctuation to develop fluency and phrasing in reading.

Opening

- Teacher will review a previously read text with class, noting how the author uses punctuation as clues to help readers know how to read text.
- Teacher will explain and model how a reader's voice changes based on the use of a period, a question mark, an exclamation mark, and a comma.

Work Period

- Students will practice reading the given text orally at the emergent level using voice changes as indicated by punctuation. *They may use the language frame "I am making my reading sound like talk."*

Closing

- Teacher will guide students in creating an attribute chart, ***Reading the Clues***, that will indicate how voices change based on punctuation. (p. 69, First 30 Days, Readers Workshop, America's Choice.)

Work Products: Attribute chart, ***Reading the Clues***

26. Discussing Texts

MA ELA Standards

13.5 Restate main ideas and important facts from a text heard or read.

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Discussing Books

- Give reactions to a book read with backup reasons
- Listen carefully to each other
- Ask each other to clarify things they say
- Use newly learned vocabulary

Speaking and Listening Standard 1/ Habits

Discussing Books

- Refer explicitly to parts of text when presenting or defending a claim
- Ask each other questions that seek elaboration and justification
- Retell or summarize the story
- Describe in their own words new information they have gained from text

Students will develop strategies for discussing texts.

Opening

- Teacher will read book that has a strong story line and conflict in story to students. Suggested titles include ***Wemberly Worried*** or ***Ticky Tacky Doll***.
- *Teacher will model discussing feelings about book and giving examples from the book to support discussion, using language frames that will help students discuss what they notice such as*

“I noticed that _____.”

“Once I was upset about _____.”

“I felt better when _____.”

Work Period

- Students will work together with partners and discuss how they felt about the book, using examples from the text to support position.

Closing

- Individual students will share how they felt about the story using examples from text.
- Teacher will remind students that discussing a book and giving examples from the text to support position is a strategy used by good readers.
- Teacher will record student examples from text to support positions.

Work Products: Recorded examples from text to support positions

27. Reviewing for Meaning

MA ELA Standards

8.3 Ask questions about the important characters, settings, and events.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.

Students will develop and use the strategy of reviewing for meaning to deepen understanding.

Opening

- Teacher will explain that one strategy for gaining meaning is to stop during reading and review what has already been read.
- Teacher will introduce a new text to read aloud and model reading several pages and then stopping to review what has happened so far.

Work Period

- Teacher will continue to read text aloud, stopping at places where meaning might break down.
- Students will explain what has happened so far and make sure that it makes sense.

Closing

- Students will reflect back on using the strategy of reviewing for meaning and explain how it helped them to deepen meaning. *Students may use language frames such as “I know what happened because.....” or “In this part of the story,*”
- Teacher will record reflections on chart, ***Reviewing for Meaning***.

Work Products: Chart, ***Reviewing for Meaning***

28. Asking Questions

Opening

- Teacher will model reading a chosen text and asking questions to deepen meaning. *Koala Lou* by Mem Fox is a suggested text.
- Teacher will model reading aloud and thinking aloud during reading.

Work Period

- Students will participate in the read and question format, indicating how thinking aloud and wondering helps their understanding of text.

Closing

- Students will share back and reflect how the read and question strategy helps to deepen comprehension. *Students may use language frame “ I wonder....” or “ I think....”*
- Teacher will record reflections on chart, *Read and Question Strategies*.

Work Products: Chart, *Read and Question Strategies*

29. Good Questions for Book Talk

MA ELA Standards

8.2 Retell a main event from a story heard or read.

8.3 Ask questions about the important characters, settings, and events.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Standards

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.

Discussing Books

- Compare two books by the same author.
- Talk about several books on the same theme.
- Refer explicitly to parts of text

Students will develop and expand repertoire of questions for book talk.

Opening

- After reading a new text to the class, teacher will initiate a discussion of the story using questions such as:
 - What did you like best in the story?
 - What was your favorite part?
 - What did you wonder about while listening to the story?

Work Period

- During partner reading, students will discuss books and develop several good questions to support discussion.
- *Students may use language frames such as “That reminds me of _____.” or “I liked _____.” to enhance discussion.*

Closing

- Students will share good questions for book discussion.
- Teacher will record questions on chart, *Good Questions for Book Discussions.*

Work Products: Attribute chart, *Good Questions for Book Discussions.*

30. Practicing Good Reading Habits

MA ELA Standards

7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

(Note that Standard 7.10/Fluency Standard occurs at Gr. 3-4 in MA ELA Framework)

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Independent and Assisted Reading

- Read four or more books each day either independently or with assistance.
- Discuss at least one book daily with another student or group.
- Read favorite books many times, gaining deeper comprehension

Students will increase fluency during independent reading.

Opening

- Teacher will circulate during independent reading and note good reading habits.
- Teacher will share good reading habits noted with students.

Work Period

- Students will share successes and concerns about independent reading. *Students may use language frames such as “ I do well” or “ I need to practice.....”*

Closing

- Teacher will record student comments on chart, *Good Reading Habits*.

Work Products: Attribute chart, *Good Reading Habits*

Artifacts for 1st 30 Days, Readers Workshop, Gr. 1

The implementation of the 1st 30 Days Reader's Workshop in Grade 1 will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.

Each classroom should have the following tools:

Individual Reading Bags or Bins
Student Reading Folders
Student Reading Notebooks
Student Book Logs
Chart designating individual classroom reading spaces
Word Wall
Sentence Strips
Post Its/Highlighting Tape

The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:

Routines of Reader's Workshop
What Do We Do During Read Aloud?
Tools for Readers Workshop
We Can Get Help
Routines for Shared Reading
Self Monitoring Strategies
Using Context Clues.
What I Know About....
Text to Self Reflections
Partner Reading
Reading the Clues
Using Known Words to Read New Words
Rereading for Meaning
Reading Ahead for Meaning
Using Analogies to Figure out Words
Reviewing for Meaning
Read and Question Strategies
Good Questions for Book Discussions
Good Reading Habits

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