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| **OA First Grade** | | **Building Good Reading Habits** | | | | **10 weeks** |
| **Smart Goal: 80% of students will pass the first grade F&P year end reading benchmark.** | | | | | | | |
| **Date Range*: 9/23-9/27*** | | | | | | | |
| **Unit Name** | **Power Standard:** | | | **Essential Learning Skills:** | | | |
| Unit 1:Bend 1 Habits for Reading Long and Strong | Students will develop independent and partner reading habits.  Students will establish Reader’s Workshop routines.  RL.1.1,2,3,7,10 RI.1.1,2,3,7 RF.1.1,4  I can private read.  I can read with a partner.  I can build my reading muscles. | | | *Communicate clearly and effectively in reading, writing, speaking and listening/collaborate.* | | | |
| **Check-In:** | | **Interventions:** | **Enrichment:** | | **Resources/texts:** | | |
| Conferencing notes and teacher observation  Running records  Site word assessment | | * Modeling appropriate reading behaviors * Building stamina | * exploring new genres * retelling through sharing | | Lucy Calkins Unit of Study  Unit 1 from K and 1  Mentor texts  Leveled books | | |
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| **Date Range***:* ***9/30-10/4*** | | | | | | | |
| **Unit Name** | **Power Standard:** | | | **Essential Learning Skills:** | | | |
| Unit 1: Bend 1 Habits for Reading Long and Strong | Students will work to improve fluency and comprehension.  RL.1.1,2,3,7 RI.1.1,2,3,7 RF.1.1,2,3,4  I can smooth out my words when reading.  I can scoop up phrases.  I can reread to make sense. | | | *Make inferences and predictions/summarize.*  *Identify main idea, theme, key phrases and issues.* | | | |
| **Check-In:** | | **Interventions:** | **Enrichment:** | | **Resources/texts:** | | |
| Conferencing notes and teacher observation  Running records  Spelling inventory | | * Phonics * Modeling * Fluency exercises * Whisper phones | * read as if you are a character in the story * read with expression | | Lucy Calkins Unit of Study  Unit 1 Bend 1  Mentor texts  Leveled books | | |
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| **Date Range***:*  ***10/7-10/18*** | | | | | | | |
| **Unit Name** | **Power Standard:** | | | **Essential Learning Skills:** | | | |
| Unit 1: Bend 2 Habits for tackling even the hardest words | Students will use strategies to solve words.  (RL.1.1,RI.1.2,3,7,10 RF.1.2,3,4)  I can check the picture to solve the word.  I can look at all the parts of the word.  I can get a running start. | | | *Think critically and creatively/strategize/problem solve.* | | | |
| **Check-In:** | | **Interventions:** | **Enrichment:** | | **Resources/texts:** | | |
| Conferencing notes and teacher observation  Running records  Benchmark Assessments | | * Manipulation Phonics * Teacher Modeling * Small group Phonics work | * Noticing patterns in words to help solve new words * Using strategies in your writing | | Lucy Calkins Unit of Study  Unit 1 Bend 2  Mentor texts  Leveled books  Benchmark Kit | | |
| **Date Range***:* ***10/21-11/1*** | | | | | | | |
| **Unit Name** | **Power Standard:** | | | **Essential Learning Skills:** | | | |
| Unit 1:Bend 3 Partners have Good Habits, too! | Students will use partner work to improve reading habits.  (RL.1.1,2,3,4,6,7,9,10 RI.1.2,3 RF.1.2,3,4)  I can introduce my books to my partner.  I can help my partner solve words.  I can learn more when I do something at the end of a book.  I can set goals with my partner. | | | *Communicate clearly and effectively in reading, writing, speaking and listening/collaborate.* | | | |
| **Check-In:** | | **Interventions:** | **Enrichment:** | | **Resources/texts:** | | |
| Conferencing notes and teacher observation  Running records  Benchmark Assessments | | * Discuss your book * Teach about your topic * Goal setting | * Goal setting * Helping partner notice patterns * Finding a series they enjoy | | Lucy Calkins Unit of Study  Unit 1 Bend 3  Mentor texts  Leveled books  Benchmark Kit | | |