

Overview for Grade 1 Unit 1, *Building Good Reading Habits*

| Session/Minilesson | Conferring and Small-Group Work | Mid-Workshop Teaching | Transition to Partner Time | Share | |
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| BEND I: Habits for Reading Long and Strong | | | | | |
| 1 | Readers Take a Sneak Peek to Get Ready to Read | Channeling Readers to Read | Readers Use <i>All</i> of Their Reading Time to Read | Partners Build Good Habits Together | Checking the Predictions You Made During a Sneak Peek |
| 2 | Readers Do <i>Something</i> at the End of a Book | Coaching Prompts to Lift Readers up the Ladder of Development | Rereading to Remember and Retell a Book | Partners Do <i>Something</i> Together At the End | Partners Can Remind Readers Sometimes! |
| 3 | Readers Get Stronger by Reading More and More | Use Table Conferences to Help Build a Community that Reads | Readers Reread | Make a Plan. Stack Your Books. Read <i>More!</i> | Keeping Track of Reading Volume with a Reading Mat |
| 4 | Readers Set Goals to Read All Day Long | | | | |
| 5 | Readers Reread to Make Their Reading Voices Smoother | | | | |
| 6 | Readers Track with Their Eyes and Scoop Up More Words | Lead Strategy Lessons to Reach More Students in Small Groups | Rereading Makes Fuzzy Parts Clear | Readers Reread to Perform Their Books for Partners | Emphasizing Words to Read Smoothly and Clearly |
| 7 | When Readers Reread, They See More! | | | | |
| BEND II: Habits for Tackling Even the Hardest Words | | | | | |
| 8 | Readers Sneak Peek at the Pictures to Figure Out the Words | Plan a Ladder of Lessons | Readers Use Everything They Know to Check Their Reading | Partners Give Reminders | Practicing Habits Before and After Reading |
| 9 | Drop Bad Habits! Pick Up Good Habits! | Guided Reading Helps Readers Grow | Readers Notice Bad Habits and Switch Them with Good Habits | Partners Can Say "Try This Instead" | Making a Plan to Remember Good Habits |
| 10 | Readers Look at All Parts of a Word | Keep the Momentum Going | Readers Check the Last Part of a Word | Partners Can "Be the Teacher!" | Pushing Through Tricky Words |
| 11 | Readers Use Meaning to Figure Out Words | | | | |
| 12 | Readers Double-Check Their Reading | Coaching into Partner Reading | There's More Than One Way to Double-Check Your Reading | Partners Can Double-Check Each Other's Reading | Breaking Words into Parts and Crashing Words Back Together Again |
| 13 | Readers Don't Give Up—They Try, Try Again | Word Study Inside Reading Workshop | To Read a Word, It Sometimes Helps to Write the Word | Playing "Guess the Covered Word" | Celebrating Readers' Good Habits |
| 14 | Try It Two Ways! | | | | |
| BEND III: Partners Have Good Habits, Too! | | | | | |
| 15 | Partners Can Introduce Their Books to Each Other | Supporting Meaningful Partner Conversations | Preparing for Partner Time | Remembering to Introduce Books | Setting Goals to Read Even More |
| 16 | Partners Don't Tell, They Help! | Reaching for Higher Goals | Preparing for Partner Time | Helping Without Telling | Celebrating and Practicing How Readers Help Other Readers |
| 17 | Partners Can Do <i>Something</i> at the End of a Book, Too! | | | | |
| 18 | Readers Celebrate and Set New Goals | Noting Progress and Making Plans | Celebrating Resourcefulness | Remembering to Use Good Habits | Celebrating Students' Best Habits |
| Read-Aloud and Shared Reading | | | | | |