

**Unit Overview**

This unit is designed as an introduction to first grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will practice good reading habits - habits for reading long and strong, habits for solving hard words, and habits for working with a partner. The unit will capitalize on student reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Grade 1 Book 1.

Overarching Standards Aligning with Grade 1 Unit 1, <i>Building Good Reading Habits</i>				
Session	Writing Standards	Reading Standards	Speaking/Listening Standards	Language Standards
1	W.1.1, W.1.2, W.1.3	<b>RL.1.1</b> , RL.1.2, RL.1.3, <b>RL.1.7</b> , <b>RI.1.1</b> , RI.1.2, RI.1.3, <b>RI.1.7</b> , RF.1.1,	<b>SL.1.1</b> , SL.1.6	L.1.1, L.1.4
2	W.1.1, W.1.2, W.1.3	<b>RL.1.1</b> , <b>RL.1.2</b> , <b>RL.1.3</b> , RL.1.7, <b>RI.1.1</b> , <b>RI.1.2</b> , <b>RI.1.3</b> , RI.1.7, <b>RF.1.1</b> , <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	<b>SL.1.1</b> , SL.1.4, SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
3	W.1.1, W.1.2, W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.7, <b>RL.1.10</b> , RI.1.1, RI.1.2, RI.1.3, RI.1.7, <b>RI.1.10</b> , <b>RF.1.1</b> , <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	SL.1.1, <b>SL.1.6</b>	L.1.1, L.1.2, L.1.4, L.1.6
4	W.1.1, W.1.2, W.1.3	<b>RL.1.10</b> , <b>RI.1.10</b> , <b>RF.1.1</b> , <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	SL.1.1, <b>SL.1.6</b>	L.1.1, L.1.2, L.1.4, L.1.6
5	W.1.1, W.1.2, W.1.3	RF.1.1, RF.1.2, RF.1.3, <b>RF.1.4</b>	SL.1.1, SL.1.2, <b>SL.1.6</b>	L.1.1, L.1.2, L.1.4, L.1.6
6	W.1.1, W.1.2, W.1.3	RL.1.7, RI.1.7, <b>RF.1.1</b> , <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	SL.1.1, <b>SL.1.6</b>	L.1.1, L.1.2, L.1.4, L.1.6
7	W.1.1, W.1.2, W.1.3	<b>RL.1.1</b> , <b>RL.1.2</b> , <b>RL.1.3</b> , <b>RI.1.1</b> , <b>RI.1.2</b> , <b>RI.1.3</b> , RF.1.4	<b>SL.1.1</b> , <b>SL.1.2</b> , SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
8	W.1.1, W.1.2, W.1.3	RL.1.7, RL.1.10, RI.1.7, RI.1.10, <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	SL.1.1, SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
9	W.1.1, W.1.2, W.1.3	RL.1.1, RL.1.7, RI.1.1, RI.1.7, <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	SL.1.1, SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
10	W.1.1, W.1.2, W.1.3	<b>RF.1.2</b> , <b>RF.1.3</b> , RF.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
11	W.1.1, W.1.2, W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RL.1.7</b> , RI.1.1, RI.1.2, RI.1.3, <b>RI.1.7</b> , RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
12	W.1.1, W.1.2, W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10, <b>RF.1.2</b> , <b>RF.1.3</b>	SL.1.1, SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
13	W.1.1, W.1.2, W.1.3	RI.1.7, <b>RF.1.2</b> , <b>RF.1.3</b> , RF.1.4	SL.1.1	L.1.1, L.1.2.d,e, L.1.4, L.1.6
14	W.1.1, W.1.2, W.1.3	<b>RF.1.2.c</b> , <b>RF.1.3.d</b> ,	SL.1.1	L.1.1, L.1.2, <b>L.1.4</b> , L.1.6
15	W.1.1, W.1.2, W.1.3	<b>RL.1.1</b> , <b>RL.1.2</b> , <b>RL.1.3</b> , <b>RI.1.1</b> , <b>RI.1.2</b> , <b>RI.1.3</b>	<b>SL.1.1</b> , <b>SL.1.4</b> , SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
16	W.1.1, W.1.2, W.1.3	RL.1.7, RI.1.7, <b>RF.1.2</b> , <b>RF.1.3</b>	<b>SL.1.1</b> , SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
17	W.1.1, W.1.2, W.1.3	<b>RL.1.1</b> , <b>RL.1.2</b> , <b>RL.1.3</b> , RL.1.10, <b>RI.1.1</b> , <b>RI.1.2</b> , <b>RI.1.3</b> , RI.1.10	SL.1.1, <b>SL.1.4</b> , SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
18	W.1.1, W.1.2, W.1.3	RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
Read-Aloud	W.1.3	<b>RL.1.1</b> , <b>RL.1.2</b> , <b>RL.1.3</b> , RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RF.1.4	<b>SL.1.1</b> , <b>SL.1.2</b> , SL.1.4	<b>L.1.4</b> , <b>L.1.5</b> , <b>L.1.6</b>
Shared Reading	W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RL.1.4</b> , RL.1.7, <b>RF.1.1</b> , <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	SL.1.1, SL.1.2, <b>SL.1.6</b>	<b>L.1.1</b> , <b>L.1.4</b> , <b>L.1.5</b> , <b>L.1.6</b>

\*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 1 Unit 1, <i>Building Good Reading Habits</i>			
Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	
2	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	
3	<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of</p>	<p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	

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	<p>print.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
4	<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RF.1.1 RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	SL.1.6 Produce complete sentences when appropriate to task and situation.	
5	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	SL.1.6 Produce complete sentences when appropriate to task and situation.	
6	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	SL.1.6 Produce complete sentences when appropriate to task and situation.	
7	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	

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	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	
8	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
9	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
10	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
11	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>		
12	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
13	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		

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14	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies</p>
15	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
16	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	
17	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	

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<p>Read-Aloud</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<p>Shared Reading</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and</p>

			being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
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Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>• Readers envision as they read.</li> <li>• Readers match the picture in their mind with the words on the page.</li> <li>• Readers preview the text before reading.</li> <li>• Readers reread to make their voices smoother and to develop new understandings about the text.</li> <li>• Readers talk about and share ideas about books with partners.</li> <li>• Readers use clues from letter-sounds, pictures and text to help them solve words.</li> <li>• There are many ways that readers push themselves to read with vigor and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers make sense of the words on the page?</li> <li>• How do readers push themselves to read more?</li> <li>• How do readers share books?</li> <li>• How do readers use letters and sounds to help them tackle hard words?</li> <li>• What do readers think before and while they are reading?</li> </ul>	<ul style="list-style-type: none"> <li>• Preview pages and get their minds ready before reading.</li> <li>• Reread to make their voices smoother and to develop new understandings about the text.</li> <li>• Set goals and read more to get stronger.</li> <li>• Use clues from letter-sounds, pictures, and text to help them solve words.</li> <li>• Use mental pictures to strengthen reading comprehension.</li> <li>• Use strategies to coach reading partners.</li> </ul>
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> <li>• Create and refer to anchor charts.</li> <li>• Provide and present mentor texts as models.</li> <li>• Teach the <i>Work of Readers</i> Charts.</li> <li>• Model (Talk Aloud) the strategies good readers use.</li> <li>• Study book pictures</li> <li>• Practice creating mental movies as you read.</li> </ul>	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>• provide leveled books appropriate for all reading levels</li> <li>• provide support as needed through conferencing</li> <li>• provide support as needed through strategy groups</li> </ul>	<p><b>Mentor Text and Read Aloud</b></p> <ul style="list-style-type: none"> <li>• <i>Ish</i>; Peter H. Reynolds</li> <li>• <i>Abuela</i>; Arthur Dorros</li> <li>• <i>Koala Lou</i>; Mem Fox</li> <li>• <i>Chrysanthemum</i>; Kevin Henkes</li> <li>• <i>Danny and the Dinosaur</i>; Syd Hoff</li> <li>• <i>Pinky and Rex series</i>; James Howe</li> <li>• <i>Horrible Harry series</i>; Suzy Kline</li> <li>• <i>Mr. Noisy Paints His House</i>; Joel Kupperstein</li> <li>• <i>I Had a Hippopotamus</i>; Hector Viveros Lee</li> <li>• <i>The Carrot Seed</i>; Ruth Krauss</li> <li>• <i>Sam the Garbage Hound</i>; Charnan Simon</li> <li>• <i>Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business</i>;</li> </ul>

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<ul style="list-style-type: none"><li>● Investigate figurative language and descriptive vocabulary and how authors use them.</li><li>● Turn and Talk the dialogue in a story to bring the characters' feelings alive.</li><li>● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.</li><li>● Provide checklists and reading progressions to assess and develop on-going reading goals.</li><li>● Practice alternating the speed a text is read to reflect tone and mood.</li><li>● Plan to celebrate the conclusion of classroom reading projects.</li><li>● Use technology in the reading classroom; for example, use storytelling videos.</li></ul>	<ul style="list-style-type: none"><li>● provide support as needed through guided reading groups</li><li>● provide individualized copies of teaching charts</li><li>● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning</li><li>● scaffold or stretch learning through the use of various strategies</li><li>● provide appropriate reading partners</li></ul>	<p>Esphyr Slobodkina</p> <ul style="list-style-type: none"><li>● <i>Hooray for Snail!</i> John Stadler</li><li>● <i>Subway Sparrow</i>; Leyla Torres</li><li>● <i>Nate the Great series</i>; Marjorie Weinman Sharmat</li><li>● <i>Noisy Nora</i>; Rosemary Wells</li><li>● <i>Harry and the Dirty Dog</i>; Gene Zion <i>Henry and Mudge series</i>; Cynthia Rylant <i>Little Bear series</i>; E.H. Minarik</li><li>● <i>Frog and Toad series</i>; Arnold Lobel</li><li>● <i>Mr. Putter and Tabby series</i>; Cynthia Rylant</li><li>● <i>Poppleton</i>; Cynthia Rylant</li><li>● <i>The Three Bears</i>; Paul Galdone <i>Peter's Chair</i>; Ezra Jack Keats <i>The Snowy Day</i>; Ezra Jack Keats</li><li>● <i>Ollie the Stomper</i>; Olivier Dunrea</li></ul> <p><b>Books From Reading Street</b></p> <ul style="list-style-type: none"><li>● <i>A Kid's Best Friend</i>; Maya Ajmera and Alex Fisher</li><li>● <i>Pig in a Wig</i>; Susan Stevens Crummel</li><li>● <i>Jungle Drum</i>; Deanna Wundrow</li><li>● <i>A Fox and a Kit</i>; Leya Roberts</li><li>● <i>Get the Egg</i>; Alyssa Satin Capucilli</li><li>● <i>Animal Park</i>; Judy Nayer</li></ul>
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided reading</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Reading logs</li> <li>● Writing About Reading evidence (Post-its)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Running Records</li> <li>● Spelling Assessments</li> <li>● Reading logs</li> <li>● and other evidence of students improving skills</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade K (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.