

**Unit Overview**

In this unit children learn that they are ready to take on big and important jobs as a reader to develop independence and to take charge of their own reading. This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem solving skills. Children will learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating to solve a problem, and then check to see that they got it right. The teacher will focus on strengthening and expanding students' word-solving strategies, adding more tools to their toolkits, and reminding students to draw from multiple sources of information in their problem solving. Children will learn how to use strategies in higher level texts, with longer, more complex words, maintaining meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words.

For additional information regarding the unit please see TCRWP User's Guide and The Units of Study in Teaching Reading Grade 1 book 3.

Overarching Standards Aligning with Grade 1 Unit 4, <i>Readers Have Big Jobs to Do</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.3	<b>RL.1.7</b> , RL.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, <b>L.1.4</b> , L.1.6
2	W.1.3	<b>RL.1.1</b> , RL.1.2, RL.1.3, <b>RL.1.7</b> , RL.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, <b>L.1.4</b> , L.1.6
3	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	SL.1.1, SL.1.4, SL.1.6	L.1.1, <b>L.1.4</b> , L.1.6
4	W.1.3	<b>RL.1.1</b> , RL.1.2, RL.1.3, RL.1.4, <b>RL.1.7</b> , RL.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, <b>L.1.4</b> , L.1.6
5	W.1.3	<b>RL.1.1</b> , <b>RL.1.2</b> , RL.1.3, RL.1.7, RL.1.10, <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	<b>SL.1.1</b> , <b>SL.1.4</b> , SL.1.6	L.1.1, <b>L.1.4</b> , L.1.6
6	W.1.3	<b>RL.1.1</b> , <b>RL.1.2</b> , RL.1.3, <b>RL.1.4</b> , RL.1.7, RL.1.10, RF.1.2, RF.1.3, RF.1.4	<b>SL.1.1</b> , <b>SL.1.4</b> , <b>SL.1.6</b>	L.1.1, L.1.4, L.1.6
7	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, <b>RL.1.7</b> , <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	<b>SL.1.1</b> , SL.1.6	L.1.1, <b>L.1.2</b> , <b>L.1.4</b> , L.1.6
8	W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RF.1.2</b> , <b>RF.1.3</b> , RF.1.4	SL.1.1, SL.1.6	L.1.1, <b>L.1.2</b> , <b>L.1.4</b> , L.1.6
9	W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RF.1.2</b> , <b>RF.1.3</b> , RF.1.4	SL.1.1, SL.1.6	L.1.1, <b>L.1.2</b> , <b>L.1.4</b> , L.1.6
10	W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RF.1.2</b> , <b>RF.1.3</b> , RF.1.4	SL.1.1, SL.1.6	L.1.1, <b>L.1.2</b> , L.1.4, L.1.6
11	W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	<b>SL.1.1</b> , SL.1.6	L.1.1, L.1.2, L.1.4, L.1.6
12	W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RL.1.7</b> , RL.1.10, <b>RF.1.4</b>	<b>SL.1.1</b> , <b>SL.1.2</b> , SL.1.3, SL.1.4, SL.1.6	L.1.1, L.1.6
13	W.1.3	<b>RL.1.1</b> , <b>RL.1.2</b> , <b>RL.1.3</b> , RL.1.4, <b>RL.1.7</b>	<b>SL.1.1</b> , <b>SL.1.4</b> , <b>SL.1.6</b>	L.1.1, L.1.5, L.1.6
14	W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RL.1.6</b> , <b>RF.1.4</b>	<b>SL.1.1</b> , <b>SL.1.4</b> , <b>SL.1.6</b>	L.1.1, <b>L.1.6</b>
15	W.1.3	RL.1.1, RL.1.2, RL.1.3, <b>RL.1.4</b> , <b>RL.1.7</b> , RF.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1, <b>L.1.4</b> , <b>L.1.5</b> , <b>L.1.6</b>
16	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.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, <b>L.1.4</b> , L.1.5, L.1.6
17	W.1.3	RL.1.1, RL.1.2, RL.1.3, RF.1.2, RF.1.3, <b>RF.1.4</b>	SL.1.1, <b>SL.1.4</b> , <b>SL.1.6</b>	L.1.1, L.1.2, L.1.6
18	W.1.3	RF.1.2, RF.1.3, <b>RF.1.4</b>	<b>SL.1.1</b> , <b>SL.1.6</b>	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> , <b>RL.1.4</b> , RL.1.6, RL.1.7, <b>RL.1.10</b> , RF.1.1, <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	<b>SL.1.1</b> , SL.1.2, SL.1.3, <b>SL.1.4</b> , SL.1.6	L.1.1, L.1.2, <b>L.1.4</b> , L.1.6
Shared Reading	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, <b>RL.1.10</b> , RF.1.1, <b>RF.1.2</b> , <b>RF.1.3</b> , <b>RF.1.4</b>	<b>SL.1.1</b> , SL.1.4, <b>SL.1.6</b>	L.1.1, L.1.2, <b>L.1.4</b> , <b>L.1.5</b> , L.1.6

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

Overarching Standards Aligning with Grade 1 Unit 4, <i>Readers Have Big Jobs to Do</i>			
Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</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>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>
2	<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>RRF.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>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>
3	<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>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>
4	<p>RL.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>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>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>

**Grade 1 Unit 4 – Readers Have Big Jobs to Do**

**Reading Workshop: Jan./Feb.**

5	<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>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> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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>
6	<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.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</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> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	
7	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</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>	<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>
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>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>
9	<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</p>		<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	decoding words.		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.
10	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.		L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
11	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	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.	
12	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	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.  SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
13	RL.1.1 Ask and answer questions about key details in a text.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RL.1.3 Describe characters, settings, and major events in a story, using key details.  RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	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.  SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6 Produce complete sentences when appropriate to task and situation.	
14	RL.1.6 Identify who is telling the story at various points in a text.  RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	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  SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).

		SL.1.6 Produce complete sentences when appropriate to task and situation.	
15	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</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>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
16	<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>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>
17	<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> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	
18	<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> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	

**Grade 1 Unit 4 – Readers Have Big Jobs to Do**

**Reading Workshop: Jan./Feb.**

<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>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</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>	<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>Shared Reading</p>	<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).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> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</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>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>• Readers envision the scene as they read, using the pictures and the words to make a movie in their mind.</li> <li>• Readers know that groups of words can make different sounds so they try many ways to figure out hard words.</li> <li>• Readers practice reading fluently; they expand their repertoire of known words by rereading.</li> <li>• Readers slow down to break up longer words part by part.</li> <li>• Readers stop at the first sign of trouble and try a strategy.</li> <li>• Readers use clues in illustrations and the text to infer meanings of unknown words.</li> <li>• Readers use words they know to solve words they don't know.</li> <li>• Reading partners work together to solve hard problems.</li> <li>• To understand books, readers know it's important not just to pay close attention to the actions of the characters, but also to the dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers obtain meaning from text?</li> <li>• How do partners help each other with their reading?</li> <li>• How do readers envision what they read?</li> <li>• How do readers solve words they don't know?</li> <li>• How do readers use clues from letter-sounds, pictures, and text to help them tackle hard words?</li> </ul>	<ul style="list-style-type: none"> <li>• Envision a scene as they read, using the pictures and the words to make a movie in their mind.</li> <li>• Pay close attention to the actions of the characters and dialogue.</li> <li>• Practice reading fluently and expand their repertoire of known words by rereading.</li> <li>• Slow down to break up longer words part by part.</li> <li>• Stop at the first sign of trouble and try a strategy.</li> <li>• Try many ways to figure out hard words since they know groups of words can make different sounds.</li> <li>• Use clues in illustrations and the text to infer meanings of unknown words.</li> <li>• Use words they know to solve words they don't know.</li> <li>• Work together as partners to solve hard problems</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> <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> </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> <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><b>Mentor Text and Read Aloud</b></p> <ul style="list-style-type: none"> <li>● The Dinosaur Chase (Level I); Hugh Price</li> <li>● Zelda and Ivy: The Runaways (Level J); Laura McGee Kvasnosky</li> <li>● Hattie and the Fox; Mem Fox Little Critter series;</li> <li>● Mercer Mayer Fly Guy series; Ted Arnold</li> <li>● Henry and Mudge series; Cynthia Rylant</li> <li>● Tumbleweed Stew; Susan Stevens Crummel</li> <li>● "Be a Reading Boss," song to tune of "If You're Happy and You Know It, Clap Your Hands"</li> </ul>

<ul style="list-style-type: none"><li>• Use technology in the reading classroom; for example, use storytelling videos.</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., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.