Unit Rationale

This is the unit that kicks off the reading workshop. Teachers will want to make sure your children learn procedures for participating in their new classroom community, for organizing their own reading lives within this new community, and for working with partners. Teachers will also want to remind and teach children to use everything they know as they read—from book orientation strategies and knowledge of letter-sound correspondence to comprehension strategies and how to read with fluency. Children will learn to set goals for themselves as readers, shop for books that match their reading levels and goals, and then push themselves to use strategies they already know in order be the best readers they can be. During this unit teachers also need to devote a fair amount of your time to assessing individuals, setting up classroom management procedures, and initiating supports for any readers who come into the classroom with urgent needs.

Essential Questions

How can I use all that I already know about myself as a reader to read longer and stronger in reading workshop?

How can I continue to make a movie in my mind and continue reading all by myself when I get to a tricky word or a part I do not understand in my books?

How can my partner and I make plans to read and talk together so we grow stronger as readers during partner time in the reading workshop?

Guiding Questions

How can I support students to use all that I know about them and all that they know about themselves as readers (for example reading levels and reading topic preferences), as well as some new goal-setting strategies to sustain longer and stronger independent reading time?

How can I set up the classroom environment and the workshop structure to support students to sustain longer and stronger independent reading time and partner reading time?

How can I remind and teach students to monitor for meaning and problem solve at tricky parts so they can continue to make a movie in their minds as they read?

How can I teach and support students to read, problem solve hard parts, and talk about books during partner time?

Common Core Standards and Indicators

NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, NY: 1st Grade, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Ask and answer questions about key details in a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.


**Fluency**
4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Content

### Skills

### Key Terms/Vocabulary

- Goal setting for readers.
- Partner time reading.
- Making a movie in your mind as you read.

### Sequenced Learning Plans/Mini Lessons

**Guiding Questions:**

How can I support students to use all that I know about them and all that they know about them selves as readers (for example reading levels and reading topic preferences), as well as some new goal-setting strategies to sustain longer and stronger independent reading time?

How can I set up the classroom environment and the workshop structure to support students to sustain longer and stronger independent reading time and partner reading time?

**Bend One:** Readers Push Ourselves to Be the Best Readers We Can Be, Reading Long and Strong

### Assessments

**Running Records**

**Formative: DOK 2 Basic Application:**

**Performance: Authentic Task**

Pre Unit: Teachers read the running record recording forms passed along from kindergarten teachers. Teachers analyze reading levels as well as the cueing system (meaning, structure, and/or visual) the readers tend to rely on most.

Mid Unit: Teachers listen and record miscues, self-corrections, the child's affect, reading rate, and responses to literal and inferential questions about a text. Teachers look for patterns in the running records so it is clear which strategies the reader uses with independence already and which strategies need to be taught during this unit and into unit 2 as well.
Readers are like runners. Readers warm up for reading, we set goals for ourselves, we establish good habits, and we push ourselves to be the strongest readers we can be. It takes drive to start reading, and momentum to keep going. Sometimes readers get tired or encounter bumps in the road—and when that happens, they know that they need to try a little harder. The good news, is that just like runners have things they can do to be especially strong runners, there are things we can do as readers to be the very best readers we can be. As first graders, you already do some of those things—and soon you'll be doing even more soon. Today, I want to teach you that just like runners warm-up before they run by stretching their muscles, we warm-up before we read too. First, we find a comfortable reading spot, and then we settle into that spot with the book we've selected. Then we spend a few minutes getting a feel for the book. We can look at the cover and the back, we can flip through the pages, looking at the pictures and thinking about what might happen in this book. Then, we start reading.

Today, I want to teach you that readers, like runners, set goals. A runner might say to herself, "Today, I'll run a mile." At first this might be hard, but after two days of running a mile, that same runner might change her goal, telling herself, "I think I can run a mile and a half now!" It's like that with reading, too. Readers can set goals for how many books we will read during our workshop. One reader might say, "I will read 7 books today!" But then pretty soon that goal may change. "I will read 10 books today!" the reader might say. We set goals for ourselves in the classroom and at home.

Post Unit: Teachers can take another running record post unit to learn what new strategies the child is using. This running record may in fact show the child ready to tackle more difficult texts and move up to the next reading level on a continuum.

Conference Notes
Formative: DOK 3 Strategic Thinking: Oral: Discussion
Teachers ask a student to read a text on the student's reading level. Then teachers can ask questions like the following:
"What happened in the story?"
"What did you learn in this information book?"
"Why do you think that happened?"
"What do you think will happen next?"

Then teachers can go to a page where the child made a miscue and self-corrected to ask the child, "What did you do when you got to that tricky part?" If the child needs support, the teacher can help the child name the strategy used to overcome the challenging part.

Then, the teacher can choose a part of the text or a new text for the child to work on again, so the student gets continued practice in some strategies for word solving, comprehension, or fluency that need to be mastered before the child moved on to the next level.

Throughout the conference, the teacher will take notes to jot the strategies the student uses with independence as well as the strategies that needed to be taught or practiced more.

Words Their Way Spelling Inventory
Formative: DOK 2 Basic Application: Performance: Skill Demonstration
This assessment will help teachers determine each child’s stage of spelling development so that you can better plan for both whole class and small group word study. This tool will help teachers see which students have mastered initial and final consonants, short vowels, blends, digraphs, common long vowel spellings, more uncommon long vowel patterns, inflected endings as well as suffixes and prefixes. Once the assessment is finished, teachers can group students so each student is working at the precise stage she/he needs in
Today, I want to teach you that strong readers, like strong runners, read for a long time. We can use our baggies to help us do this long reading work. One way to do this is by taking all our books out of our baggie. Then when we finish reading a book from the pile, we can put it back into the baggie. When all our books are back in the baggie, we can do the whole thing over again.

Today, I want to remind you of something you learned to do in Kindergarten. Readers re-read. Just as we have songs we sing over and over, so too, we have books we read over and over.

- Tip: We can re-read our books in our best storyteller voice
- Tip: We can re-read to find something we didn't notice or think about the first time
- Tip: We can re-read to give us a chance to focus more on what's happening in the pictures. (You might choose to make a chart during this lesson called, "Different Ways We can Reread")

Readers, today I will teach you that even the strongest readers can lose focus for a bit. Maybe there's a loud noise, or something interesting going on in another part of the room. Maybe you have to go get a tissue to wipe your nose, or, maybe, someone interrupts you while you are reading. Whenever these things happen to readers, we have strategies to get right back to our reading. Strong readers often go back a page or two (or a paragraph or two) and reread to refresh our memories about what’s going on.

order to grow along a continuum of spelling development.

**Reading Log Conference**

**Formative: DOK 3 Strategic Thinking: Oral: Discussion**

Students along with a teacher or a partner read and analyze the amount of books read each day (tally marks on a reading log), the amount of minutes read each day (class graph of the number of minutes each day), and the different kinds of books read throughout the week (genres read and topics that are of interest).

Then students can set goals to read for more minutes, more books per day (or more times to read the entire baggie of books in a day), or perhaps books in a different genre or new topic.
in our story.  
- Readers, today I want to remind you that readers have something very valuable that can help us read: we have each other! Readers know that we can work with our reading partners to help us out when the reading gets tough and laugh with when your books are funny!
- Tip: Last year, you sat with your partner, shoulder to shoulder, sharing one book, helping each other when there was a tricky word, or laughing when there was a funny part. You can do that this year too, if you want! (You might want to create a chart here, adding to it as during mid-workshop teaching points, as you notice children working with partners in useful ways.)

Guiding Question: How can I remind and teach students to monitor for meaning and problem solve at tricky parts so they can continue to make a movie in their minds as they read?

Bend Two: Readers, Like Writers, Make Movies in Our Minds as We Read—and We Revise the Pictures as We Read on

- Today, I want to teach you that when we get ready to read a book, we can start to make a movie in our mind of how the book might go. We can use the cover, look at the words and pictures on the first page, and flip through the pages the help us make this movie.
- Today, I want to teach you that as we are reading our books, we hold in our minds what we imagined the book would be about and then when we turn the pages we think if each page goes with what we thought. Sometimes it matches, but other times it doesn’t and we have to revise our original
Today, I want to teach you that you can think about what kinds of words we might see before we even start to read. For example, if the book is called At the Farm, a reader might think, “I bet there will be words like ‘cow’ and ‘chicken’ and ‘pig’ in this book.” Then as we open the book, we look to see if those words can help us read the words on the page.

Today, I want to teach you that readers watch ourselves to make sure that we understand what we are reading. Whenever we read, we try to figure out what is happening. Strange things pop up all the time in books—confusing parts, words we don’t know, things that don’t fit with the movie we made before we started reading. When we feel confused, readers stop and try to make sense. We don’t let ourselves stay confused or lost when we are on a new book journey because we might miss something spectacular.

After a book is finished, we don’t just close the book and move on. Today, I want to teach you that readers hold onto our book in big ways.

Tip: One way we can do this is by trying to say how the end of our book and the title/cover go together. Another way is to think about what we learned from the book or how it fits into our lives or made us think a little bit differently about things.

Today, I want to teach you that reading partners also can work to make a movie in their minds too. It’s not just the person sharing the book that can do it!
As your partner is sharing their book with you, you can also think about what’s happening in the pictures and words and what you already know and make your very own movie at the same time.

- Today, I want to teach you that readers can compare the books we read. Readers notice when we have two books that have similar things in them. But reader don’t just stop there—we think about what is different about the books too! For example, one reader might notice that two books in her baggie have animals in them. Then she might think about how one book teaches about what animals do and the other tells a story of animals playing in mud. Readers notice lots of similarities and differences in our books.

**Guiding Question:** How can I teach and support students to read, problem solve hard parts, and talk about books during partner time?

**Bend Three:** Readers Share Books with Friends and We Become Stronger Readers Because We Share

- Today, I want to teach you that reading partners find ways to work together. Before we begin our partnership reading time we need to decide how we will do our reading, thinking and talking work together during partner reading time.

  - Tip: Partners can take turns reading one partner’s book, then talking it and then reading the other partners book, and talking about it
  - Tip: Partners can echo reading, repeating what our partners read and
Today, I want to teach you that when reading partners read together we make sure that neither of us misses anything in our books. Reading partners work together to make meaning, to make sure that we remember the book we read. We retell our books like a runner retells a run: “You should have been there...it went like this....it was tricky on this part...here let me show you some of the pictures and parts from my book.”

Today, I want to teach you that reading partners make sure that our partner does not get stuck in her book. We do this by helping our partner use strategies to get un-stuck. First, we go to the confusing place and then we help our partner try different things that she has learned that might help get her out of trouble.

Today, I want to remind you of all the things partners can talk about inside our books from Kindergarten.

- Tip: We can talk about funny parts, sad parts, confusing parts, parts that surprised them, etc.
- Tip: We can use post it’s to mark these pages and even jot a few words about what it makes us think.

Reading partners can push each other to think about the big things we learned from the books in our baggies.

- Tip: One way to do this is to ask ourselves, “Why is
this book called ____?” and then push each other to give thoughtful answers.

Resources

Differentiated Instructions: Small Group