Unit 1: Readers Build Good Habits

Subject: Reading
Grade: 1
Name of Unit: Readers Build Good Habits
Length of Unit: 4 weeks

Overview of Unit: This unit will prepare students for Reader’s Workshop by teaching behaviors and strategies they will need to read independently, as part as a class, and with a partner. They will learn to set goals and build stamina.

In Topic 1 (Bend One) of the unit students will review reading strategies/behaviors learned in Kindergarten and learn to set goals to increase stamina and volume of books read.

In Topic 2 (Bend Two) of the unit students will learn how to visualize, predict, and monitor for understanding.

In Topic 3 (Bend Three) of the unit partners will work in partnerships to have productive, meaningful conversations across books.

Getting Ready for the Unit:
- Read Lucy Calkins 2014-15 Units of Study- Unit 1 Readers Build Book Habits [https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/302571/View](https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/302571/View)
- Plan to make charts that will support workshop routines, reinforce reading strategies, and how to have successful partnerships.
- Observe reading behaviors and begin to partner students for Topic (Bend) 3.
- Prepare book boxes for students with lots of popular picture books as well as easy readers.
- Organize your class library for students to begin book shopping.

Pre-Assessment (given prior to starting the unit):
- Refer to Kindergarten assessment data.
- Begin running records
**Read aloud considerations:**
- During read aloud for this unit, focus on retelling stories and identifying the central message/theme of the story (RL.1.2). This will support the students as they learn strategies to retell stories with details.
- RL.1.1 is a supporting standard for this unit. During interactive read alouds guide the students to ask and answer questions about the story.
- Books that teach lessons
- During read aloud have the students respond to questions appropriately, using complete sentences (SL.1.6).

**Shared Reading**
- Discuss and have students identify basic features of print including first word, capitalization, and punctuation (RF.1.1)
- Model how to self-correct and reread to confirm meaning (RF.1.4c)
- Read poetry with rhymes, word families, and short vowel sounds (RF.1.2a-d)

**Priority Standards for unit:**
- RL.1.2 Retell stories, including key details, and demonstrate understanding of the central message or lesson.
- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Supporting Standards for unit:**
- RL.1.1 Ask and answer questions about key details in a text
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- SL.1.1a Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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</thead>
<tbody>
<tr>
<td>RL.1.2</td>
<td>Retell the story.</td>
<td>retell</td>
<td>understand</td>
<td>1</td>
</tr>
<tr>
<td>SL.1.1</td>
<td>Participate in collaborative conversations.</td>
<td>participate</td>
<td>understand</td>
<td>3</td>
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</table>
Essential Question:
1. How can I be the kind of reader who reads and rereads for the whole time during reading, getting ready to talk to my partner?
2. How do I make sure that I am reading many books, as smoothly as possible, for as long as possible?
3. How do I make sure that I am picturing and understanding what I am reading?
4. How can my partner and I talk about our books in ways that let us share them and think about them and also have fun with them?

Enduring Understandings:
1. I can read and reread the whole time during reading and be prepared to talk to my partner.
2. I can read smoothly for a sustained amount of time.
3. I can make a picture in my mind before reading, predict, and revise my mental image as I read the story.
4. I can retell key details after reading.
5. I can talk with my partner about books in a way that helps us both comprehend and have fun.

Unit Vocabulary:

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>retell</td>
<td>stamina</td>
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<td>reread</td>
<td>fluency</td>
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<td></td>
<td>predict</td>
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<td>visualize</td>
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Topic 1: Reading Long and Strong

Engaging Experience 1
Teaching Point: Readers have book boxes, choose books they love from the classroom library, read their favorite books from home, and find cozy spots to read.
Suggested Length of Time: 1-2 mini-lessons
Standards Addressed
Priority: N/A
Supporting: N/A
Detailed Description/Instructions:
- **One way to do this** is to show the students where they can go to read during reader’s workshop. Talk about cozy reading spots around the room (i.e. beanbag, pillow, carpet, floor, desk, table, etc.) Have a student model moving to and from their reading spot with their book box.
- **Another way to do this** is to introduce book boxes to the students and distinguish between “good fit” books and “dessert” books. Show the students how to choose “good fit” books on their reading level. Also, model choosing high-interest books for “dessert books.”

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 2
Teaching Point: Readers get their minds ready even before they begin to read (picture walk, ask questions).
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: N/A
Supporting: RL.1.7, RL.1.1
Detailed Description/Instructions:
- **One way to do this** is to show the cover of a book to the class. Discuss how many things they can learn from just looking at the front cover. Model how you ask questions about what is going to happen. Then show the students how to take a picture walk and how your thinking/questions can sometimes change.

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 3
Teaching Point: Readers don’t just push aside a book the moment they finish instead they do something- reread, think back, or talk about it with others.
Suggested Length of Time: 1-2 mini-lessons
Standards Addressed
  Priority: SL.1.1
  Supporting: SL.1.1a, SL.1.1b, RL.1.7
Detailed Description/Instructions:
  ● One way to do this is to act out a situation where a distraction happens during read to self. Brainstorm what we should do when this happens. Make an anchor chart on what do instead of pushing the book aside. Model each part of the anchor chart- reread, think back, and talk with a partner when it is partner time.
Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 4
Teaching Point: Readers set goals for themselves to read long and strong and this can help them strengthen their reading muscle (class reading goal).
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: N/A
  Supporting: N/A
Detailed Description/Instructions:
  ● One way to do this is to show the students how they can set a goal for reading. Maybe their goal will be to read 3 books today during reader’s workshop. Explain to the students how their reading stamina will increase every day and they will eventually be able to read more books for a longer amount of time.
Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 5
Teaching Point: Readers reread books to notice things they didn’t notice before.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.1.2
  Supporting: RL.1.7, RF.1.4c
Detailed Description/Instructions:
  ● One way to do this is to reread part of a book that you have already read to the class and point out details from the words and picture that you didn’t notice before. For example, you might point out that the boy’s face is happy on each page while his parents are upset and angry.
Engaging Experience 6
Teaching Point: Readers refocus when they get distracted.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: N/A
  Supporting/A
Detailed Description/Instructions:
  ● One way to do this is to model what to do when you get distracted. You have to refocus. There are always distractions that happen in the classroom. Model your expectations. Connect yesterday’s lesson on how rereading can help in this situation as well. Explain some ways to refocus including: take a deep breath, eyes back on your book, reread a few pages to get “hooked” back in the book, etc.

Bloom’s Levels: Remember
Webb’s DOK: 1

Engaging Experience 7
Teaching Point: Readers use strategies to help themselves when they get stuck while reading.
Suggested Length of Time: 2-3 mini-lessons
Standards Addressed
  Priority: N/A
  Supporting: RF.1.4c, RL.1.7
Detailed Description/Instructions:
  ● One way to do this is to review strategies for reading accuracy. These may include, “lips the fish” (get your lips ready to read the word, making the beginning sound), “eagle eye” (look at the picture for clues to solve the word) and “stretchy snake” (stretch the sounds and blend together). To model this use a big book or place a book under the document camera to show the class how readers use these strategies to help them when they get stuck. Use a leveled reader, Fountas and Pinnell level F-G, to teach these strategies to the class.

Bloom’s Levels: Apply
Webb’s DOK: 3
Topic 2: Readers Make Pictures in Their Minds as They Read—and Revise the Pictures as They Read On

Engaging Experience 8
Teaching Point: Before readers start they look at the cover and get ideas. They think about how the book might go and make a tiny movie in their mind.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.1.2
  Supporting: RL.1.7, RF.1.4c
Detailed Description/Instructions:
  • One way to do this is to review how to do a picture walk together as a class. Then talk about how good readers always make tiny movies in their mind with their imagination to help them think about how the story might go. For example, model with a book of your choice and sketch or tell the students your mental images. Discuss how mental images help you make predictions about what might happen in the story.
Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 9
Teaching Point: Books don't go exactly the way readers think they will stop and change the movie in their mind.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.1.2
  Supporting: RL.1.7, RF.1.4c
Detailed Description/Instructions:
  • One way to do this is to predict what will happen in a story by sharing your mental movie before reading. To model this, put a book under the document camera and describe your mental movie/prediction. Next, read part of the story, stop, and describe how your mental movie has changed. For example, “I thought the boy was going to put on his snowsuit and go outside to play with his friends but now I noticed that he will not put it on when the adult asks him.”
Bloom’s Levels: Apply
Webb’s DOK: 2
**Engaging Experience 10**

**Teaching Point:** Readers sometimes imagine what a word is going to be when it doesn't match what is on the page (what makes sense, what matches the letters and words)

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority/A**
  - **Supporting:** RF.1.4c, RL.1.7, RL.1.1

**Detailed Description/Instructions:**

- **One way to do this** is to model reading a book on the document camera and read a word that that doesn’t make sense or letters don’t match. For example, if you are reading a story about a boy visiting his grandparents’ farm the students might at first think the characters are standing in very tall “grass”. But then you look at the letters in the word you will see the letter “c” instead of “g” and will have to think what would start with “c” that would make sense for them to be standing in. Model how you can figure out the word is “Corn” instead of “grass.” Think aloud, “the plant must be at a farm, it grows tall, etc.” You could make an anchor chart to reinforce matching the letters, pictures, and meaning to help with tricky words.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Experience 11**

**Teaching Point:** Reading partners know different ways to read together (choral read, echo read, take turns, etc.).

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** SL.1.1
  - **Supporting:** SL.1.1a

**Detailed Description/Instructions:**

- **One way to do this** is to do this is by choosing a volunteer to model various ways to read with a partner. Make an anchor chart that lists the ways to read with a partner (choral read, echo read, take turns, etc.). Put a book that you have already read up on the document camera and have students practice different ways of partner reading with their reading partner while the class is together on the carpet.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1
Engaging Experience 12
Teaching Point: Readers talk about books with their partners and be a good coach.
Suggested Length of Time: 1-2 mini-lessons
Standards Addressed
  Priority: SL.1.1
  Supporting: SL.1.1a, SL.1.1b
Detailed Description/Instructions:
  • One way to do this is this is to do a fish bowl and review how the students to sit EEKK (elbow, elbow, knee, knee) when reading with a buddy. Make sure the book is between the students and they model how to take turns reading. Then make an anchor chart on how to be a good coach or cheerleader. For example, to show how to coach how to be a good coach you could say, “Maybe you can look at the picture” or “You could try Chunky Monkey”. An example of being a coach/cheerleader is, “I like the way you read with expression” or “You did a great job using the pictures to help you figure out the word.”
  • Another way to do this is to meet with buddy class and observe how they talk with their partners about books. Then go back to the class and discuss what we noticed the older students did to help them as readers.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 13
Teaching Point: When readers talk to their partners they ask questions.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: SL.1.1
  Supporting: SL.1.1a, SL.1.1b
Detailed Description/Instructions:
  • One way to do this is to read part of a book to the class and talk about what questions readers ask their partners. Create a questioning anchor chart with question words and question stems that partners could use to ask each other questions about the book before during and after reading.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 14
Teaching Point: Readers think about what parts of books they want to share with their partners. One way to do this is by thinking what are the most important parts or where did something big happen? (Introduce post-its)
Suggested Length of Time: 1-2 mini-lessons
Standards Addressed
Priority: RL.1.2, SL.1.1
Supporting: SL.1.1a, SL.1.1b

Detailed Description/Instructions:

- **One way to do this** is to show the students how sometimes during read to self you are really excited to share something with their partner. Instead of interrupting independent reading time, readers can use sticky notes to place on that page to remind them to share with their partner. Model with a book of your choice. Make sure you put one or two sticky notes on important parts or when something big happened.

- **Another way to do this** is before partner share time to do a fish bowl to model how the person who is talking has the book and the expectations of the other student listening. (Eyes on book, listening carefully, etc.) Then switch and have the other student share with only his/her book between the partners.

Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 15**

Teaching Point: When readers finish a book they talk with their partners about what they liked and what they didn't like about it. (Book recommendations)

Suggested Length of Time: 1 mini-lesson

Standards Addressed

- **Priority:** RL.1.2, SL.1.1
- **Supporting:** SL.1.1a, SL.1.1b

Detailed Description/Instructions:

- **One way to do this** is to model retelling a story that you have already read to the class. Talk to the students about what you liked/disliked about the book and whether or not you would recommend this book. For Example, “I liked how Arthur was helpful to his friends in this story. I would recommend this book because it teaches you to be kind to others and that kids can make a difference.” Finally, you might want to make an anchor chart with the class to describe how to retell likes/dislikes and give book

Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Scenario

This scenario could be done with the buddy class you met with during Topic 3 or the buddy class could be invited to observe the conversations.

- Students choose a book to read
- Have the students mark an important part of the story to retell with a sticky note.
- Students meet with their partner and retell the part or the story they marked.
- After retelling have them tell their partner something they liked about their book.
- Finally their partner will ask a question about their book that they can answer.
- Repeat the above with the other partner’s book.
- The teacher should go around and listen to students while they share with partners.

Rubric for Engaging Scenario:
(See attachment SL.1.1rubric)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
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<td>Task</td>
<td>Method</td>
<td>Duration</td>
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Unit 2: Word Detectives Use All They Know to Solve Words

Subject: Reading
Grade: 1
Name of Unit: Word Detectives Use All They Know to Solve Words
Length of Unit: 6 weeks

Overview of Unit: This unit will teach students strategies to understand and figure out words so that they are able to read more challenging books. It is the goal for your students to become active problem solvers when reading.

In Topic 1 (Bend One) of the unit students will use title, picture, and cover and make connections to help them figure out hard and new words while they read.

In Topic 2 (Bend Two) of the unit students will learn how to read with meaning, monitor their reading, and go back to reread if something doesn’t make sense.

In Topic 3 (Bend Three) of the unit partners will work together to help each other read better.

Getting Ready for the Unit:
- Read Lucy Calkins 2014-15 Units of Study- Unit 2 Word Detectives Use All They Know to Solve Words
  https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/302571/View

Pre-Assessment (given prior to starting the unit):
- Use data from the Fountas and Pinnell Benchmark Assessment to determine independent reading levels of students, assign reading partners, determine ability to retell stories, and guide teaching points.
- Look at data from Unit 1 Engaging Scenario to assess if students are finding key details in retelling.
- Anecdotal notes to assess the needs of your class in figuring out words while reading

Read aloud considerations:
- Read a variety of quality picture books focusing on the following standards:
  - RL.1.2 Retell stories, including key details, and demonstrate understanding of the central message or lesson.
  - RL.1.7 Use illustrations and details in a story to describe its characters, setting, and events.
- During the last few weeks of Unit 2 Start reading nonfiction books to prepare for Unit 3: Readers Learn about Their World.

Shared Reading
- Use Reading A to Z as a resource to model teaching points with leveled text
  https://www.readinga-z.com/
Focus on the following standards while reading poems, big books, Reading A to Z:
  ○ RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words
  ○ RF.1.3f Read words with inflectional endings
  ○ RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
  ○ RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

During the last few weeks of Unit 2, begin to read nonfiction books to prepare Unit 3.

**Letter/Word Study Considerations**
  - Words Their Way
  - Review vowel sounds and blending/segmenting sounds.

**Priority Standards for unit:**
  - RL.1.2 Retell stories, including key details, and demonstrate understanding of the central message or lesson.
  - 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.

**Supporting Standards for unit:**
  - RF.1.3f Read words with inflectional endings
  - RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary
  - RL.1.7 Use illustrations and details in a story to describe its characters, setting, and events.
  - SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.2</td>
<td>Retell the story.</td>
<td>retell</td>
<td>understand</td>
<td>1</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Know grade level phonics and word analysis skills</td>
<td>know</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td>RF.1.3</td>
<td>Apply grade level phonics and word analysis skills</td>
<td>apply</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>RF.1.4</td>
<td>Read with sufficient accuracy to support comprehension.</td>
<td>read</td>
<td>apply</td>
<td>3</td>
</tr>
</tbody>
</table>
RF.1.4 Read with sufficient fluency to support comprehension.  

Essential Questions:
1. How can I use all the strategies that I know in ways that let me understand and figure out words in the books that I read?
2. How do I get better at making sure that my reading makes sense as I read?
3. How do my partner and I work together so that we help each other read better?
4. How does retelling the events in the story help me understand the story?

Enduring Understanding/Big Ideas:
1. I can use strategies to understand and figure out tricky words as I read.
2. I can monitor my reading to help me understand what I read.
3. I can work with my partner so we can help each other read better.
4. I can retell the story using first, next, then, after that, and finally.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>reread</td>
<td>title</td>
</tr>
<tr>
<td>retell</td>
<td>cover</td>
</tr>
<tr>
<td>connections</td>
<td>pictures/illustrations</td>
</tr>
<tr>
<td></td>
<td>first, next, then, last/finally</td>
</tr>
</tbody>
</table>


**Engaging Experience 1**

**Teaching Point:** Even before reading a book, you can look at its title, cover, pictures, and make connections to other books that are like it to help you read the words.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** N/A
- **Supporting:** RL.1.7

**Detailed Description/Instructions:**

- **One way to do this** is to model this pre reading strategy by introducing a new book about a familiar topic. For example say, “We have already read a book about going to school, so I know that schools have classrooms, students, teachers, desks, playgrounds, etc.” You might want to brainstorm a list of the words as you warm up to read on the board. Students can practice this by using a sticky note to list pictures/words they have a connection with before reading.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

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**Engaging Experience 2**

**Teaching Point:** When you know what the word is all about, then when you come to a hard word, you can think about what's happening in the story and then ask yourself what would make sense?

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RL.1.2
- **Supporting:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to read a page of a mentor text. Show the students how you can think about what is happening in the story to solve a hard word when you get stuck. For example, you are reading a book about school and the class is getting ready to go outside to play. You can think out loud, “The kids are getting ready to go outside to play at school and it is not time to go home yet, so that word must be RECESS.” Finally, go back to reread the page to ensure that the word makes sense.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 1
Engaging Experience 3
Teaching Point: Readers think about what makes sense and what sounds right as they read, they also look at words in a special way. Instead of looking at a word letter by letter, readers look for parts of words, they read words not letter by letter, but part by part.

Suggested Length of Time: 5 mini-lessons

Standards Addressed
Priority: RF.1.3
Supporting: N/A

Detailed Description/Instructions:
- **One way to do this** is to introduce the strategy “chunky monkey.” Model this strategy for solving words by putting a book under the document camera and showing how to decode a word part by part. For example, you are stuck on the word chair. Show the class how you can read the word part by part, ch-air, not letter by letter, c-h-a-i-r.
- **Another way to do this** is to use other strategies to check the pictures and think about what has been happening in the story and then they ask what might be written here. You can review the strategy “Eagle Eye” at this time and encourage students to use the details in pictures to solve words.
- **Another way to do this** is to introduce and a new reading strategy each day like lips the fish, flippy dolphin, tryin lion, etc.

Bloom’s Levels: Apply
Webb’s DOK: 2

Topic 2: Fixing Words When Something Is Not Right

Engaging Experience 4
Teaching Point: As readers you can check your own reading. You can stop when something doesn't make sense, look right or sound right. Readers ask, “Does this go with the story? Does this sound like a book?”

Suggested Length of Time: 1 mini-lesson

Standards Addressed
Priority: RF.1.3, RF.1.4
Supporting: RF.1.3f, RF.1.4c

Detailed Description/Instructions:
- **One way to do this** is to show a book on the document camera. Read a sentence by leaving off an ending. For example, “Mom is drive in the car.” Model “Does this make sense?” Then go back and reread. Modeling rereading after realizing you make a mistake is crucial.
- **Another way to do this** is to review the concept from Unit 1- engaging experience 10. In the same book, read a sentence with the wrong word that changes the meaning of
the sentence. Think about the theme of the book, picture clues, and letter clues to help you figure out the tricky word. For example, in the sentence “The boy is standing in the corn” you could read it as “The boy is standing in the car”. Discuss words that would make sense in the story.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 5**

**Teaching Point:** When readers get to the end of the book, they can make sure they can understand it by retelling the story. Readers use their fingers and words like first, then, next, after that, and finally to retell what happened.

**Suggested Length of Time:** 3-4 days

**Standards Addressed**

- **Priority:** RL.1.2  
- **Supporting:** RL.1.7

**Detailed Description/Instructions:**

- **One way to do this** is to model retelling several different books before students are expected to do this in partners. (This will need to be done during read aloud, and over 2-3 mini-lessons.) Make an anchor chart for retelling using: “first, then, next, after that, and finally.” Practice as a class with a familiar anchor text.

- **Another way to do this** is to model a retelling by being resourceful and use illustrations in the book to remind you of the story and say, “Oh yeah, this is the part when…” Model with another familiar anchor text.

- **Another way to do this** is to teach students to retell the lesson or message of the story when they are finished reading. For example, after modeling how to retell a story go a step further and find the lesson or message from the story you just retold. Model this during your read aloud as well.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

**Engaging Experience 6**

**Teaching Point:** When readers reread, they think even more about what is happening.

**Suggested Length of Time:** 2 mini-lessons

**Standards Addressed**

- **Priority:** RF.1.4  
- **Supporting:** RL.1.7, RF.1.4c

**Detailed Description/Instructions:**

- **One way to do this** is make “metacognition salad.” Model thinking aloud while reading a book. Put in a piece of green paper in a bowl while you read the text and a red piece for the thinking aloud. By the end of the story you should have a colorful “salad.” Explain how “real reading” is not just reading the words but also thinking about the story during reading.
Another way to do this is to show “fake” reading where you are just reading the words without thinking about the story. You can say, “Sometimes when we read, we know all the words, but we forget to think about, ‘what is this party saying?’ or ‘What does this really mean?’” Model how you go back and reread to check in with yourself and make sure you know what the book is saying.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

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**Engaging Experience 7**

**Teaching Point:** Readers help their partners use good reading habits to solve tricky words in books, instead of just telling them what the word says.  
**Suggested Length of Time:** 2 mini-lessons  
**Standards Addressed**  
- **Priority:** RF.1.4  
- **Supporting:** SL1.1, SL.1.1b  
**Detailed Description/Instructions:**  
- One way to do this is to model getting stuck on a word and tell the students that if you had a partner they should help by encouraging them to use a word solving strategy like *chunky monkey* or *eagle eye*. Depending on the classroom, reading strategies may have different names.  
**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

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**Engaging Experience 8**

**Teaching Point:** Reading partners synergize to help each other figure out tricky words.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
- **Priority:** RF.1.4  
- **Supporting:** SL.1.1, SL.1.1b  
**Detailed Description/Instructions:**  
- One way to do this is to review yesterday’s session how partners encourage each other to use word solving strategies (*chunky monkey, eagle eye*, etc.). Today model what to do if your partner is still stuck on a word and needs help. You can ask, “Do you need more time?” or “Do you want me to show you how I figured out the tricky word?” Model how to encourage your partner to reread the sentence after you have shown them how to figure out the tricky word.  
**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1
Engaging Experience 9
Teaching Point: Reading partners work together to retell.
Suggested Length of Time: 2 mini-lessons
Standards Addressed
  Priority: RL.1.2
  Supporting: SL.1.1, SL.1.1b
Detailed Description/Instructions:
  ● One way to do this is to review the anchor chart from experience 5, retelling stories using first, next, then, last. Then have students work with their reading partners. One student can read their book and then their partner can retell the important parts.
  ● Another way to do this is to have students sitting by their reading partners and read a book or part of a book aloud to the class. Then, have the students take turns retelling the story across their fingers, first, next, then, last, etc..

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 10
Teaching Point: Readers celebrate all the good habits readers have developed, and help partners work together to set goals for the year ahead.
Suggested Length of Time: 2 mini-lessons
Standards Addressed
  Priority: RF.1.3
  Supporting: SL.1.1, SL.1.1b
Detailed Description/Instructions:
  ● One way to do this is to put a book up on the document camera and model getting stuck on a word. Then have the students discuss some reading strategies they could use to solve the word with their partner. Have a volunteer show how they would use a strategy to figure out the word.
  ● Another way to do this is to have students identify reading goals or strategies to work on throughout the year and have the students record them in their data notebook.

Bloom’s Levels: remember
Webb’s DOK: 1
Engaging Scenario

**Engaging Scenario**
- Review the retelling anchor chart from Experience 5.
- Have students independently read a good fit book. Reading A to Z could be utilized as a resource for good fit books. Non-readers may use a familiar read aloud or wordless book.
- After they read the book, have them write/draw to retell the most important parts of the story. This could be done using 4-5 sticky notes or a piece of paper or storyboard divided into 4 equal parts.
- Finally, have an inside-outside circle where the students rotate around, sharing their work and retelling the story, with their classmates. (Half of the class stands in a circle, spread out around the edge room. The other half makes a circle inside of that circle, pairing up with a classmate in the outside circle. Give time for partners to share and then have the inside circle rotate to the right).

**Rubric for Engaging Scenario:**

**Retelling Rubric**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little or no evidence of main events.</td>
<td>Tells some events that take place in the story or irrelevant events.</td>
<td>Uses illustrations and key details in literature to describe the main events in chronological order.</td>
<td>Identifies the theme or central message of the story in addition to level 3 retelling.</td>
</tr>
<tr>
<td>Topic</td>
<td>Engaging Experience Title</td>
<td>Description</td>
<td>Suggested Length of Time</td>
<td></td>
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<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Detectives Have Many Different Ways They Solve Words</td>
<td>Even before reading a book, you can look at its title, cover, pictures, and make connections to other books that are like it to help you read the words.</td>
<td><strong>One way to do this</strong> is to model this pre reading strategy by introducing a new book about a familiar topic. For example say, “We have already read a book about going to school, so I know that schools have classrooms, students, teachers, desks, playgrounds, etc.” You might want to brainstorm a list of the words as you warm up to read on the board. Students can practice this by using a sticky note to list pictures/words they have a connection with before reading.</td>
<td>1 mini-lesson</td>
<td></td>
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<td></td>
<td>When you know what the word is all about, then when you come to a hard word, you can think about what's happening in the story and then ask yourself what would make sense?</td>
<td><strong>One way to do this</strong> is to read a page of a mentor text. Show the students how you can think about what is happening in the story to solve a hard word when you get stuck. For example, you are reading a book about school and the class is getting ready to go outside to play. You can think out loud, “The kids are getting ready to go outside to play at school and it is not time to go home yet, so that word must be RECESS.” Finally, go back to reread the page to ensure that the word makes sense.</td>
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<td></td>
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| **Fixing Words When Something Is Not Right** | **One way to do this** is to introduce the strategy “chunky monkey.” Model this strategy by putting a book under the document camera and showing how to decode a word part by part. For example, you are stuck on the word chair. Show the class how you can read the word part by part, ch-air, not letter by letter, c-h-a-i-r.

**Another way to do this** is to use other strategies to check the pictures and think about what has been happening in the story and then ask what might be written here. You can review the strategy “Eagle Eye” at this time and encourage students to use the details in pictures to solve words.

**Another way to do this** is to introduce and a new reading strategy each day like lips the fish, flippy dolphin, tryin lion, etc.

| **5 mini lessons** |

| **Fixing Words When Something Is Not Right** | **One way to do this** is to show a book on the document camera. Read a sentence by leaving off an ending. For example, “Mom is drive in the car.” Model “Does this make sense?” Then go back and reread. Modeling rereading after realizing you make a mistake is crucial.

**Another way to do this** is to review the concept from Unit 1-engaging experience 10. In the same book, read a sentence with the wrong word that changes the

| **1 mini lesson** |

Readers think about what makes sense and what sounds right as they read, they also look at words in a special way. Instead of looking at a word letter by letter, readers look for parts of words. They read words not letter by letter, but part by part.
<table>
<thead>
<tr>
<th>Meanings of the sentence. Think about the theme of the book, picture clues, and letter clues to help you figure out the tricky word. For example, in the sentence “The boy is standing in the <em>corn</em>” you could read it as “The boy is standing in the <em>car</em>”. Discuss words that would make sense in the story.</th>
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<tr>
<td>When readers get to the end of the book, they can make sure they can understand it by retelling the story. Readers use their fingers and words like first, then, next, after that, and finally to retell what happened.</td>
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<td><strong>One way to do this</strong> is to model retelling several different books before students are expected to do this in partners. (This will need to be done during read aloud, and over 2-3 mini-lessons.) Make an anchor chart for retelling using: “first, then, next, after that, and finally”. Practice as a class with a familiar anchor text. <strong>Another way to do this</strong> is to model a retelling by being resourceful and use illustrations in the book to remind you of the story and say, “Oh yeah, this is the part when…” Model with another familiar anchor text. <strong>Another way to do this</strong> is to teach students to retell the lesson or message of the story when they are finished reading. For example, after modeling how to retell a story go a step further and find the lesson or message from the story you just retold. Model this during your read aloud as well.</td>
</tr>
<tr>
<td>3-4 mini lessons</td>
</tr>
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When readers reread, they think even more about what is happening.

**One way to do this is** make “metacognition salad.” Model thinking aloud while reading a book. Put in a piece of green paper in a bowl while you read the text and red pieces for the thinking. By the end of the story you should have a colorful “salad.” Explain how “real reading” is not just reading the words but also thinking about the story during reading.

**Another way to do this is** to model “fake” reading where you are just reading the words without thinking about the story. You can say, “Sometimes when we read, we know all the words, but we forget to think about, ‘what is this party saying?’ or ‘What does this really mean?”’ Model how you go back and reread to check in with yourself and make sure you know what the book is saying.

### Partners Help Each Other Read

<table>
<thead>
<tr>
<th>Readers help their partners use good reading habits to solve tricky words in books, instead of just telling them what the word says</th>
<th><strong>One way to do this</strong> is to model getting stuck on a word and tell the students that if you had a partner they should help by encouraging them to use a word solving strategy like <em>chunky monkey</em> or <em>eagle eye</em>. Depending on the classroom, reading strategies may have different names.</th>
<th>2 mini lessons</th>
</tr>
</thead>
</table>

### Reading partners synergize to help each other figure out tricky words.

**One way to do this** is to review yesterday’s session how partners encourage each other to use word solving strategies (*chunky monkey*,...).
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<tr>
<th>Reading partners work together to retell.</th>
<th>One way to do this is to review the anchor chart from experience 5, retelling stories using first, next, then, last. Then have students work with their reading partners. One student can read their book and then their partner can retell the important parts.  <strong>Another way to do this is</strong> to have students sitting by their reading partners and read a book or part of a book aloud to the class. Then, have the students take turns retelling the story across their fingers, first, next, then, last, etc..</th>
<th>1-2 mini lessons</th>
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<tbody>
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<td>Readers celebrate all the good habits readers have developed, and help partners work together to set goals for the year ahead.</td>
<td><strong>One way to do this</strong> is to put a book up on the document camera and model getting stuck on a word. Then have the students discuss some reading strategies they could use to solve the word with their partner. Have a volunteer show how they would use a strategy to figure out the word.  <strong>Another way to do this</strong> is to have students identify reading goals or</td>
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<tr>
<td>strategies to work on throughout the year and have the students record them in their data notebook.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 3: Learning About the World by Reading

Subject: Reading
Grade: 1
Name of Unit: Learning About the world by Reading
Length of Unit: 6 weeks

Overview of Unit: This unit will help children apply all they know about reading to nonfiction text. You will teach students how to approach nonfiction text as well as study text features to understand content specific words and learn more about a topic. Finally, children will be able to teach the class what they learned about their topic.

In Topic 1 (Bend One) of the unit students will learn the basic ways to approach informational books and navigate through various text features.

In Topic 2 (Bend Two) of the unit students will learn how to take on new words in content areas.

In Topic 3 (Bend Three) of the unit students will learn how to gather as much information as they can from the words and pictures.

In Topic 4 (Bend Four) readers will learn all about a new topic in their book clubs.

Getting Ready for the Unit:
- Read Lucy Calkins 2014-15 Units of Study- Unit 3 Learning about the world by Reading [https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/302573/View](https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/302573/View)
- Check out several nonfiction books to supplement the nonfiction texts in your library.

Pre-Assessment (given prior to starting the unit):
- Conduct a pre-assessment through a read-aloud session to determine how your students think about informational texts. This will provide important information about what kind of learning your students are doing based off what they read. Focus on a couple key skills in order to gain insight into the kids’ thinking.
- Read, National Geographic Kids - Polar Bears. Ask students to do a quick stop-and-draw or turn-and-talk. Possible questions, “What is this book mostly about? How do you know?”
- You could also ask, “Is there any information in this book that you already learned about during a previous NF read aloud or in science text book?”
- This information will allow you to set new goals to teach throughout the unit.

Read aloud considerations:
- Read nonfiction books focusing on these standards:
  - RI.1.2 Identify the main topic and retell key details of a text.
○ RI.1.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.
○ RI.1.5 Know and use various text features (e.g. headings, table of contents, electronic menus, icons) to locate key facts or information in a text.

- During the last couple weeks of this unit, begin reading character books to prepare students for Unit 4, *Readers Get to Know Characters in Books: Dramatizing Characters*

**Shared Reading**
- Read poems and stories with familiar affixes (L.1.4b Use frequently occurring affixes as a clue to the meaning of a word).
- Focus on using context clues (L.1.4a Use sentence level context as a clue to the meaning of a word or phrase).

**Priority Standards for unit:**
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g. headings, table of contents, electronic menus, icons) to locate key facts or information in a text.

**Supporting Standards for unit:**
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key details.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussions.
- SL.1.2 Ask and answer questions about what a speaker says in order to gather information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- L.1.4a Use sentence level context as a clue to the meaning of a word or phrase.
- L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
**Standard** | **Unwrapped Concepts (Students need to know)** | **Unwrapped Skills (Students need to be able to do)** | **Bloom’s Taxonomy Levels** | **Webb's DOK**  
--- | --- | --- | --- | 
RI.1.2 | Identify the main topic. | Identify | Understand | 2  
RI.1.2 | Retell key details. | Retell | Remember | 1  
RI.1.4 | Ask questions to clarify meaning | Generate | Apply | 3  
RI.1.4 | Answer questions to clarify meaning. | Apply | Apply | 2  
RI.1.5 | Use text features to locate facts/information. | Identify | Analyze | 2  

**Essential Questions:**
1. How do I use everything I know about reading to read books that teach me information and ideas about things?
2. How do I get myself ready to read an informational book?
3. Can I imagine what it will read by looking over its features, and after I read a chunk, can I stop and think about it?
4. How do I get better at figuring out new and important words that relate to my informational topic?
5. How do I study my informations books more closely to learn as much information as I can from the pictures and the words?
6. How do I the best job I can to teach my partner the big ideas of my book?

**Enduring Understanding/Big Ideas:**
1. I can use everything I know about reading to read books that teach me information about things.
2. I can get myself ready to read an informational book.
3. I can imagine what my book will be about by look over its features, and after I read a chunk I can stop and think about it.
4. I can get better at figuring out new and important words that relate to my informational topic.
5. I can study my informational books more closely to learn as much information as I can from the pictures and words.
6. I can teach my partner the big ideas of my book.
## Unit Vocabulary:

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<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>informational text</td>
<td>text features (i.e. table of contents, index, heading, glossary, etc.)</td>
</tr>
<tr>
<td>retell</td>
<td>main topic</td>
</tr>
<tr>
<td>connections</td>
<td>key details</td>
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<td></td>
<td>illustrations</td>
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<td>questions</td>
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**Engaging Experience 1**

**Teaching Point:** You will unveil the informational text section of the class library during this session.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** N/A
- **Supporting:** N/A

**Detailed Description/Instructions:**
- **One way to do this** is to drum up the reading excitement by saying, “In our new reading unit, we are going to learn about the world. We are going to go on adventures to the moon and the planets of outer space. We’ll hold baby tigers and crystals in our hands!” The kids will respond with disbelief and excitement. After the students are so excited this is when you could unveil the section of your classroom library that perhaps you hid behind a sheet or a big red ribbon ready to be cut for this occasion. “We’re going to learn about our world through books!”

**Bloom’s Levels:** Remember

**Webb’s DOK:** 1

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**Engaging Experience 2**

**Teaching Point:** Students will explore informational text and sort books by topic in this session.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** N/A
- **Supporting:** N/A

**Detailed Description/Instructions:**
- **One way to do this** is to invite students to sort through several cartons/baskets of informational books. Start by having them think of categories or topics that they can separate the books into. You can make a chart to help organize their thoughts. Then make groups of three or four students. Give each group a set of books to sort and put into categories/topics. Once the groups have finished merge two groups and have the new groups resort their combined collections, this time in a different way. When the merged groups are finished give the groups note cards to label their “topic baskets.” Then come back to the carpet and have the groups share their “topic baskets” to get the students excited about the new learning they can explore through informational books.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1
Engaging Experience 3
Teaching Point: When readers are reading information, they don’t just tear through the book. Instead, readers stop and think about what they’ve just learned by asking, “What is the author teaching me?” or “What is this part mostly about?”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.1.2
  Supporting: RI.1.1
Detailed Description/Instructions:
  • One way to do this is to model with an informational text and show how you don’t read really fast but rather pause and ask questions about your reading. For example, while reading you can pause and ask, “What have I learned so far?” or “What was this part about?” Then as you read on hold this information in your mind. Point out to the students that this will both help them remember what was in the book and position them to teach others about the book.

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 4
Teaching Point: Authors of informational books have ways to tell us something is important. They use text features to help readers learn more about the topic.
Suggested Length of Time: 2-3 mini-lessons
Standards Addressed
  Priority: RI.1.5
  Supporting: RI.1.6
Detailed Description/Instructions:
  • One way to do this is to model with an informational text that uses bold words. Show the students that bold words are clues from the author that they are important for the reader to know and understand. Then model how in some informational texts the bold words are found in the glossary as well and how the glossary also helps the reader hold on to important information.
  • Another way to do this is read aloud an informational text and show how a zoom-in photo can help the reader understand what is important in the text. There might even be a caption along with it and model how it is important to use both of these features to help you understand what is going on in the text.
  • Another way to do this is to model using text features to support your thinking, find new information, and understand how information is organized. Remind students not to skip over text features. Explain that the text features are like little clues from the author to help readers understands and hold onto new information.

Bloom’s Levels: Analyze
Webb’s DOK: 2
Engaging Experience 5
Teaching Point: When readers read informational books they can use a teaching voice to sound like an expert, teaching what they’ve learned.
Suggested Length of Time: 2 mini-lessons
Standards Addressed
  Priority: RI.1.5
  Supporting: RI.1.10
Detailed Description/Instructions:
  ● One way to do this is to play a tiny video clip from Unleashed, a Discovery channel show that is narrated by the animal enthusiast Jeff Corwin. Point out how Corwin uses different voices to pop out important information. Then channel children to listen for when Corwin uses a questioning, surprised, hushed, or dramatic voice and point out his use of a dramatic pause, too.
  ● Another way to do this is to model with an informational text when you read that you are getting ready to teach, so you should think about what is most important and how you will read that information out loud. Think back to the video, and model how you can use a different voice to show important parts indicated by text features. For example, you can use a loud voice for the roar of a bear.

Bloom’s Levels: Apply
Webb’s DOK: 2

Topic 2: Tackling Tricky Words

Engaging Experience 6
Teaching Point: Readers sometimes run into words that are tricky to solve, but also tricky to understand. If this happens, to you, pause and think, “Hmmm, can I make a guess?” Then, you can try to use a strategy that you know to read the word.
Suggested Length of Time: 2-3 mini-lessons
Standards Addressed
  Priority: RI.1.4
  Supporting: L.1.4a, L.1.4b
Detailed Description/Instructions:
  ● One way to do this is to review reading strategies from Unit 2 and show the students how they can take it a step further using strategies as a clue for meaning. For example, you can show an informational book under the document camera and point out the word “helpless.” Show the students that they know how to read “help” and “less.” Think-aloud, “Since help means to give assistance and less means without, helpless must mean without assistance. Therefore, the baby animal cannot survive by itself.” (Other ideas include: unsafe, painful, etc.)
Another way to do this is to put an informational book under the document camera and model getting stuck on a word. Then, show students how you can make a good guess and see if the word makes sense. For example, maybe you are stuck on the word “habitat.” You can model replacing it with the word “home” and go back and show the class how the story still makes sense. The rabbit’s “home” is the woodland.

Another way to do this is to put a book under the document camera and read part of it to the class. Point out a word that the students are unlikely to know, like the word nocturnal. Then, do a think-aloud to show the students how you can ask questions to clarify the meaning of the word. For example, think aloud, “Can I say this in my own words?” or “I think it means night bird. Does that make sense here?”

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 7
Teaching Point: Take the above lesson one step further by teaching students a variety of ways to actively incorporate new vocabulary into their personal lexicons.
Suggested Length of Time: 2-3 mini-lessons
Standards Addressed
   Priority: RI.1.4
   Supporting: L.1.4a, RI.1.7
Detailed Description/Instructions:
   One way to do this is by reading an informational book on the document camera and showing the class how you tune in to an interesting, new word. Model using text features to determine the meaning of the word. Then, show the class how you can use the new word to teach their classmates about what you are learning. The students can mark the most interesting words in their books to share with their reading partners.
   Another way to do this is to model acting out new vocabulary words with gestures and facial expressions.
   Another way to do this is to have students use their new vocabulary words as they retell key details in their story. They could mark new words with post-it notes and write down their meaning as they read. Then, they could meet with their reading partner to retell their story using as many new vocabulary words as possible.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 8
Teaching Point: When readers are trying to understand a new word they can use the pictures, glossary, diagrams, etc. to help them. One way they can do this is by looking closely at what's happening in the pictures and then asking themselves, “What’s another word that would fit here?”
Suggested Length of Time: 2 mini-lessons
Standards Addressed

Priority: RI.1.4, RI.1.5
Supporting: RI.1.3

Detailed Description/Instructions:

- **One way to do this to** focus on using text features to determine the meaning of unknown words. For example, while you read a book about the earth, stop on the word “crust.” On the document camera, show the class a picture in the book of a cutaway of the earth and explain the crust must be the rocky, outer layer of the earth’s surface.

- **Another way to do this is** by showing a book on the document camera and model to the class getting stuck on a new word. Then, show the students how readers can look in the glossary for the meaning of the new word.

Bloom’s Levels: Apply
Webb’s DOK: 2

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**Topic 3: Reading Words and Pictures**

**Engaging Experience 9**

**Teaching Point:** Information readers look closely at the pictures in their books and the words that describe them. They think, what is this picture teaching me? Let me look at it again, to really study it, looking for new things.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

Priority: RI.1.4, RI.1.5
Supporting: RI.1.3, RI.1.10

**Detailed Description/Instructions:**

- **One way to do this is** to say to the students, “Informational readers look closely at the pictures to learn about their topic.” Then, show the class a detailed picture in an informational text. For example, show the class a picture of a snowy mountaintop and read, “A river starts on a mountaintop.” Model to the students how you ask and answer questions like, “What words can I use to describe the pictures?” and “How do the pictures connect to the words in this book?” You might say, “Since the sun is out it will melt the snow, become a trickle of water and start a river.”

Bloom’s Levels: Analyze
Webb’s DOK: 2

**Engaging Experience 10**

**Teaching Point:** If there are no pictures that match the words, readers often imagine the pictures in their heads! This helps them learn the information the author is teaching.

**Suggested Length of Time:** 1 mini-lesson
Standards Addressed
  Priority: RI.1.2
  Supporting: RI.1.10

Detailed Description/Instructions:
  • One way to do this is to show students how to make a mental image when there are no pictures on the page. The text might say, “The snake coiled around the prey and squeezes until the prey stops breathing.” and you might say, “I can really see the snake’s body all curled up squeezing tighter and tighter.”

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 11
Teaching Point: When readers read something really interesting they go back and reread to learn even more.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.1.2
  Supporting: RI.1.10, SL.1.1c

Detailed Description/Instructions:
  • One way to do this is by showing part of an informational text to the class. Read it out loud and then stop and think aloud. For example you might pause and say, “Wow that was interesting! I didn’t realize that some insects have wings and others do not.” Then, show the class how you go back to reread and look at the words/pictures to identify specific insects that do have wings. Remember to pause and use a thinking voice to show the students how readers ask questions about their topic while reading.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 12
Teaching Point: When readers read something interesting they ask questions. Readers go back and reread to help answer questions and learn even more about the topic.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.1.4
  Supporting: SL.1.1c

Detailed Description/Instructions:
  • One way to do this is to read an informational text to the class. Show the students how you can jot down thoughts and ideas that your reading evokes. For example, you might read your book under the document camera and write on a post-it note, “I wonder what an owl does to stay safe from other birds.” or “Why is this important information?”
Bloom’s Levels: Understand
Webb’s DOK: 4

**Topic 4: Working Together in Informational Book Clubs**

**Engaging Experience 13**

**Teaching Point:** Readers choose topics they are interested in and gather lots of informational books on their topic. (If needed, teachers can check out books from the library to support the topics chosen).

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RI.1.2
- **Supporting:** RI.1.10

**Detailed Description/Instructions:**

- **One way to do this is** to brainstorm a list of new, interesting topics with the class that they want to learn more about. Then, divide students into book clubs, groups of 4-5, based on their interests. Encourage the students to gather many books on their topic from the class library, school library, local library, and home as they can. Organize the books in a tub, one for each book club.

**Bloom’s Levels:** Understand
Webb’s DOK: 2

**Engaging Experience 14**

**Teaching Point:** You can get help from your partner/book club when you have tried all of your strategies and you’re still not sure what a word means. You could Post-it the tricky word and then later show it to your partner for help.

**Suggested Length of Time:** 1-2 mini-lessons

**Standards Addressed**
- **Priority:** RI.1.4
- **Supporting:** SL.1.1c, SL.1.3

**Detailed Description/Instructions:**

- **One way to do this is** to model with an informational text how if you are stuck on a word and are unsure of the meaning, you can put a post-it on the tricky word to let you know that during partner reading time, you can ask your partner for your some help. Make an anchor chart of some questions the helping partner can ask to get an understanding of the book that his partner is reading. For example, What is your book about? What is happening on this page?

- **Another way to do this** is to do a fishbowl model (two students act out and the rest of the students stand around them in a circle and watch as if the two are in a fish bowl) and
show how a student was unsure of a word and used the Post-it and did not interrupt the reading of others. Then during partner time, model how the student showed his partner the Post-it. Then have the helping partner ask a few questions to better understand the book with the tricky word. Point out how they then work together to figure out the meaning of the tricky word.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

**Engaging Experience 15**  
**Teaching Point:** While reading in book clubs, readers think about the BIG ideas in a book. They do this by asking, “Hmmm, is this important information?”  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
- **Priority:** RI.1.2  
- **Supporting:** RI.1.3, RI.1.6, W.1.8  

**Detailed Description/Instructions:**  
- **One way to do this** is show the class how you identify the BIG ideas as you read an informational text. For example, while reading, you could model asking yourself, “What does this mean?” or “Is this really important information?” Try to give examples and non-examples of important details in the text. Finally, have the students read books on their topic with their book clubs and mark the BIG ideas with Post-its.  

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 2

**Engaging Experience 16**  
**Teaching Point:** Readers make connections between informational texts.  
**Suggested Length of Time:** 2 mini-lessons  
**Standards Addressed**  
- **Priority:** RI.1.2  
- **Supporting:** RI.1.3, SL1.2  

**Detailed Description/Instructions:**  
- **One way to do this** is by showing the class 2 books on the same topic and cross-checking the information. For example, one book might say a tiger cub is the size of a kitten but another book has a picture of a cub that looks much larger than a kitten. Think aloud, “I’ll have to figure out what’s going on by consulting more sources and rereading.”  
- **Another way to do this** is to have the students work with their peers in their book clubs and mark the BIG ideas in their books with a Post-it. Then, they can discuss the BIG ideas and compare them across books.  

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3
Engaging Scenario

Students will prepare a presentation that includes a visual to share with a kindergarten buddy. During their presentation they will demonstrate that they are an expert on their topic, using a teaching voice to present the key details on their topic. Their visual will incorporate a variety of text features to demonstrate their understanding of informational text.

Rubric for Engaging Scenario:

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Little or no evidence of key details.</td>
<td>Tells some details but limited and may be irrelevant.</td>
<td>Uses text features to describe the main idea and key details.</td>
<td>Identifies the main idea, key details and draws conclusions across texts.</td>
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<tr>
<td>Topic</td>
<td>Engaging Experience Title</td>
<td>Description</td>
<td>Suggested Length of Time</td>
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<tr>
<td>Getting Started Reading Information Books</td>
<td>You will unveil the informational text section of the class library during this session.</td>
<td><strong>One way to do this</strong> is to drum up the reading excitement by saying, “In our new reading unit, we are going to learn about the world. We are going to go on adventures to the moon and the planets of outer space. We’ll hold baby tigers and crystals in our hands!” The kids will respond with disbelief and excitement. After the students are so excited this is when you could unveil the section of your classroom library that perhaps you hid behind a sheet or a big red ribbon ready to be cut for this occasion. “We’re going to learn about our world through books!”</td>
<td>1 mini-lesson</td>
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<td>Students will explore informational text and sort books by topic in this session.</td>
<td><strong>One way to do this</strong> is to invite students to sort through several cartons/baskets of informational books. Start by having them think of categories or topics that they can separate the books into. You can make a chart to help organize their thoughts. Then make groups of three or four students. Give each group a set of books to sort and put into categories/topics. Once the groups have finished merge two groups and have the new groups resort their combined collections, this time in a different way. When the merged groups are finished give the groups note cards to label their “topic”</td>
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| Authors of informational books have ways to tell us something is important. They use text features to help readers learn more about the topic. | **One way to do this** is to model with an informational text and show how you don’t read really fast but rather pause and ask questions about your reading. For example, while reading you can pause and ask, “What have I learned so far?” or “What was this part about?” Then as you read on hold this information in your mind. Point out to the students that this will both help them remember what was in the book and position them to teach others about the book. | 1 mini-lesson |

| **Another way to do this** is read aloud an informational text and show how a zoom-in photo can help the reader understand what is important in the text. There might even be a caption along with it and model how it is important to use both of these. | 2-3 mini-lessons |
features to help you understand what is going on in the text. **Another way to do this** is to model using text features to support your thinking, find new information, and understand how information is organized. Remind students not to skip over text features. Explain that the text features are like little clues from the author to help readers understand and hold onto new information.

When readers read informational books they can use a teaching voice to sound like an expert, teaching what they’ve learned. **One way to do this** is to play a tiny video clip from *Unleashed*, a Discovery channel show that is narrated by the animal enthusiast Jeff Corwin. Point out how Corwin uses different voices to pop out important information. Then channel children to listen for when Corwin uses a questioning, surprised, hushed, or dramatic voice and point out his use of a dramatic pause, too. **Another way to do this** is to model with an informational text when you read that you are getting ready to teach, so you should think about what is most important and how you will read that information out loud. Think back to the video, and model how you can use a different voice to show important parts indicated by text features. (For example, you can use a loud voice for the roar of a bear, etc.)

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**Another way to do this** is to put an informational book under the document camera and model getting stuck on a word. Then, show students how you can make a good guess and see if the word makes sense. For example, maybe you are stuck on the word “habitat.” You can model replacing it with the word “home” and go back and show the class how the story still makes sense. The rabbit’s “home” is the woodland.

**Another way to do this** is to put a book under the document camera and read part of it to the class. Point out a word that the students are unlikely to know, like the word nocturnal. Then, do a think-aloud to show the students how you can ask questions to clarify the meaning of the word. For example, you might ask, “Can I say this in my own words?” or “I think it means night bird. Does that make sense here?”
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**Another way to do this** is to do a fishbowl model (two students act out and the rest of the students stand around them in a circle and watch as if the two are in a fish bowl) and show how a student was unsure of a word and used the post-it and did not interrupt the reading of others. Then during partner time, model how the student showed his partner the post-it. Then have the helping partner ask a few questions to better understand the book with the tricky word. Point out how they then work together to figure out the meaning of the tricky word.

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