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| **Grade 1**  **Unit Overview**  ***Readers Have Big Jobs to Do*** | |
| **Focus Teaching Points** | * Being in charge of our own reading by noticing trouble, remembering to stop and try *somethin*g to fix up reading * Trying another strategy and then another if the first strategy doesn’t work * Noticing and celebrating signs of perseverance * Cross-checking by asking, “Does it make sense? Does it look right? Does it sound right?” * Using the *right* reading tool for the job * Setting goals for ourselves * Working together with a partner to solve hard problems * Thinking about the story to problem solve * Working with partners to keep track of the story * Thinking about what word would sound right and the kind of word that would fit (using syntax to solve words) * Listening and fixing up parts that don’t sound right * Slowing down to break up long words * Breaking words down in more than one way * Listening for parts to write words * Using known words to solve unknown words * Trying sounds in many ways to figure out words * Using sight words to read fluently * Teaching ourselves how to read and write familiar words quickly * Rereading to understand * Making predictions to understand more * Making mind movies to picture what’s happening * Keeping track of who’s talking when reading * Thinking about the meanings of words * Solving words *quickly* * Investigating aspects of fluency to make reading “sound great” * Showing off reading with partners |
| **Key CCSS Standards** | ***Reading Standards for Literature (RL)***   * *1, 2, 3, 4, 6, 7, 9, 10*   ***Reading Standards for Information (RI)***   * *4, 6, 7, 8, 9, 10*   ***Reading Standards: Foundational Skills (RF)***   * *1, 2, 3, 4*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1a, 1b, 1c, 1f, 1g, 1h, 1i, 1j, 2, 4a, 5a, 5b, 5c, 6* |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Readers Have Big Jobs to Do: Fluency, Phonics and Comprehension* by Elizabeth Franco, Havilah Jespersen and Lindsay Barton from *Units of Study* *for Teaching Reading, Grade 1* (2015) and the online resources from [heinemann.com](http://heinemann.com/) in support of this unit |
| **Bends in the Road** | * Taking on important jobs * Adding new tools to read hard words * Using tools to *understand* their books * Using everything we know to get the job done |
| **Recommended Anchor/Mentor Texts** | * Demonstration text, such as *The Dinosaur Chase* by Hugh Price, that is engaging and provides opportunities for word solving * Demonstration tex,t such as *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky, that introduces children to episodic chapter books and makes your teaching accessible for the range of readers in your classroom * *Frog and Toad Are Friends,* the recommended Read-Aloud Text * *Tumbleweed Stew Tumbleweed Stew* by Susan Stevens Crummel, the recommended Shared Reading text |
| **Tips for the Unit** | * This unit prepares children to be able to read increasingly complex texts with accuracy, comprehension and fluency, all of which require the development of a wide range of problem-solving skills. Children will apply strategies they’ve already learned to more complex texts, and they will be introduced to new strategies appropriate for the level of texts they read. Of equal importance, this unit **now calls upon children to be in charge of their own reading success**, to be “bosses of their own reading,” and to see that they can truly be independent problem-solvers. * We highly recommend that you read the first section of the unit, “An Orientation to the Unit” on pages vi – xv to understand the goals and expectations for this unit, to gain a sense of the unit as a whole, and to understand the important learning of each bend. We especially encourage you to read the section, “The Intersection of Reading Development and This Unit,” (pages vii-viiii) which helps to highlight the different challenges and demands children face depending on their current reading levels. This section in particular will help you as you differentiate instruction for the range of readers in your class. * Bend I gears up children to tackle challenges in their reading with independence—to notice trouble, try something, and stick with it. In this way the bend is about supporting a growth mindset toward reading (*I can do this!*) as much as it is about teaching any strategy in particular. * Bend II provides readers with new tools to tackle tricky words and is especially important for preparing your readers to move into levels levels H and higher. In these levels children will encounter more multisyllabic words, a higher number of words with complex spelling patterns and a wider range of vocabulary. In addition, as children approach these higher levels, they are expected to solve these tricky words with minimal interruptions to fluency.   + Each session of this bend either introduces a new tool for solving words or lifts the level of the old tool they already know.   + This bend begins by reminding students of the importance of using meaning and structure to solve tricky words, but it will shift to a focus on visual strategies for solving longer words. That said, no matter what strategy is highlighted, “you’ll notice a deliberate attempt to model the integration of meaning, structure and visual information in each day’s teaching.” Be sure to include the teaching share so that you can remind children of the importance of integration of strategies!   + This bend also aims to cultivate a curiosity about words. This is a natural time to connect the *Words Their Way* word work and reading strategies. To support this integration with word work, you will see suggestions for using writing to support reading development. * Bend III shifts the teaching back to a focus on meaning. It is important that children return to WHY solving tricky words is important—it supports understanding of books! As children devote more attention to word solving, they sometimes unintentionally let go of meaning. In addition, as they begin to read longer and more complex texts it becomes increasingly challenging to hold onto what’s happening in the book. That’s why the primary importance of this bend is for children to monitor for meaning.   + This bend also supports the demands of higher level texts (H/I/J) in which readers experience less supportive illustrations, more complex dialogue, and new vocabulary. * Bend IV is a focus on “orchestration”—you will take everything children have learned, applied and practiced throughout the unit and help them see the importance of doing it **quickly** and **with fluency.** * Be sure to wrap up this unit with a celebration (see suggestions below). * The unit has a suggested three-day plan for your read aloud, beginning on page 116. The plan uses *Frog and Toad Are Friends*, but can be applied to other texts during subsequent weeks. * The unit also has a suggested plan for your shared reading, beginning on page 126. This five-day plan uses *Tumbleweed Stew* but as with the read aloud plan, it can be applied to other texts during subsequent weeks. In shared reading, students’ foundational reading skills are supported. Both the read aloud and shared reading times are typically separate components from the reading workshop minilesson. See your literacy coach or CTL for support in fitting these balanced literacy components into your daily schedule. |
| **Classroom Library** | * Book choice is key during this unit. As your students move up in levels, make sure their independent book choices reflect these more challenging texts. Perhaps put away some of your lower-level bins that are no longer needed by the majority of your students and bring out new bins to reflect the higher-level texts your readers ready to read. * Children should select texts **across genres** throughout the unit, so encourage the reading of both fiction and nonfiction. * Children should also experience reading digital texts. Be sure children read “just right books” on [Storia](http://www.storiaschool.com/) as well. |
| **Materials and Resources** | * Read-alouds that inspire rich conversations * Charts related to routines and expectations for Reading Workshop, particularly expectations related to independent reading and partner conversations * Anchor charts focusing on word solving strategies from previous units to remind children of the strategies they already know |
| **Assessment** | * Running Records to support ongoing reading assessment and to inform instruction * Conference and small group records to inform minilesson and small group instruction |
| **Celebrations** | Children can celebrate how much they have grown as readers by selecting a just-right book to prepare to read during a classroom celebration. To prepare, children coach each other in partnerships to “make reading sound its very best!”.  On the day of the celebration, children can read their book (or portion of a book depending on the length) to a small group of peers or perhaps a “buddy” from a kindergarten class.  See pages 112-114 for more details on such a celebration. |