

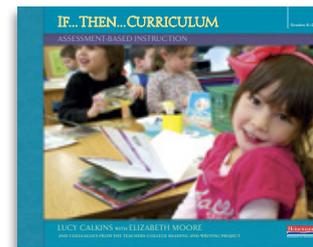
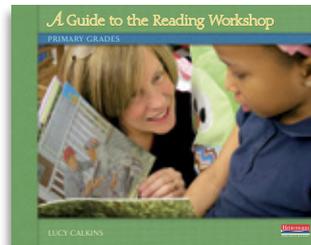
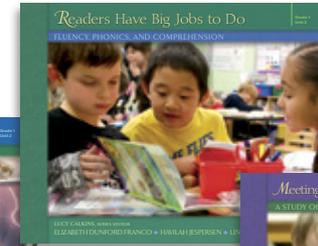
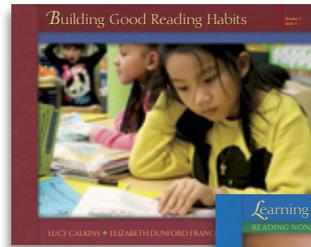
UNITS OF STUDY *for* Teaching Reading

LUCY CALKINS

with COLLEAGUES *from the* READING AND WRITING PROJECT

GRADE ONE Components

- ◆ **Four Units of Study:** including one foundational unit and three other units to address reading fiction and informational texts.
- ◆ **A Guide to the Reading Workshop, Primary Grades:** Details the architecture of the minilessons, conferences, and small-group strategy sessions and articulates the management techniques needed to support an effective reading workshop.
- ◆ **If... Then... Curriculum: Assessment-Based Instruction, Grades K-2:** Contains additional units to support and extend instruction and to prepare students for work in the main units as needed.
- ◆ **Online Resources for Teaching Reading:** A treasure chest of additional grade-specific resources, including bibliographies, short texts, illustrations to show completed anchor charts, reproducible checklists, pre- and post-assessments, mentor texts, videos, and Web links.
- ◆ **Large-Format Anchor Chart Post-it® notes:** Preprinted Post-it® notes with summarized, illustrated teaching points help teachers create and evolve anchor charts across each band and unit.
- ◆ **Read-Aloud Post-it® notes:** Preprinted Post-it® notes highlight possible teaching points the teacher might address during the read-aloud.
- ◆ **Trade Pack:** Grade-level book set for teacher demonstration, modeling, and read-aloud (recommended optional purchase; available in bundles with the units and also separately).



For complete details, please visit unitsofstudy.com/teachingreading

“Powerful instruction produces visible and immediate results; when youngsters are taught well, the thinking, talking, and writing about reading they produce becomes far more substantial, complex, and significant. Good teaching pays off. When you provide students with constant opportunities to read and to write and when you actively and assertively teach into their best efforts, their literacy development will astonish you, their parents, the school administrators, and best of all, the students themselves.”

Welcome to the Grade One *Units of Study for Teaching Reading* Sampler. This booklet includes sample sessions from each of the four units of study for this grade level, chosen to broadly represent the range of work that students will do and to provide a snapshot view of how instruction develops across the school year.

SAMPLER CONTENTS

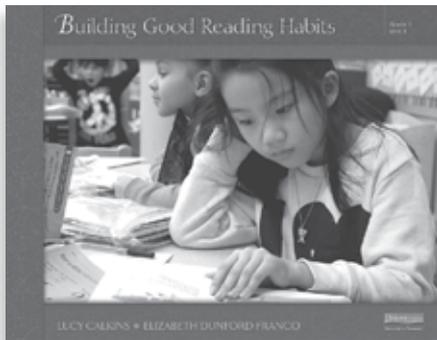
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GRADE 1 ♦ UNIT 1 OVERVIEW AND CONTENTS

Building Good Reading Habits

LUCY CALKINS ♦ ELIZABETH DUNFORD FRANCO

The start of the school year is a time for you to fall in love a new class of children, noticing each child's quirky little self. You'll notice Theo always carries a tiny toy skateboard in his pocket and you'll note Pokemon cards spilling out of Max's desk. You are going to want to help your children find the same passion for reading that they have for collecting seashells and action figures.

The start of the year is also a time for dusting off the skills and habits that children learned during kindergarten. It's tricky to recap what kids learned last year in a way which doesn't lead you to inundate your youngsters with a laundry list of forgettable reminders. The solution we came to in this unit is to suggest you begin by saying, "You've grown up so much that I bet there are things you do all the time, without anyone having to remind you. Thumbs up if you always remember to turn the lights off at night, even without reminders. Thumbs up if you remember to brush your teeth every morning. Holy moly—this class has so many good habits." Of course, the point is that first graders have lots of things they do by habit as readers as well. The emphasis on habits is, in a way, an emphasis on working with more independence and automaticity.

The theme "readers have good habits" unites all the disparate reminders you will be giving kids so these reminders are more easily remembered. In Bend I, you remind readers about the good habits they already use at the beginnings, the middles, and the ends of books. For example, because it is easy for early readers to turn all their attention to breaking the code, you'll remind students

to preview books so their work with words happens within the frame of an awareness of the entire story.

First graders work to become more efficient and flexible word-solvers. In Bend II, your rallying cry about good habits will encompass word solving as you suggest that first graders have good habits for getting themselves unstuck as they read. First graders not only need to attend to all the parts of each word, they also need to begin to be more flexible with letters and sounds, particularly vowels, trying both the long and short sounds for vowels within words.

If it were possible, children would love to have a teacher sit beside them each and every time they read, coaching them through tricky words or confusing parts of their books. In this unit, you'll establish ability-based partnerships that outsource that support to students. In turn, you tap into the social power of peers working together to help children become more strategic as readers.

Jerry Harste, a prominent literacy researcher, once said, "Our job is to create in the classroom the kind of richly literate world that we believe in and then to invite children to role play their way into being the readers and writers we want them to be." Keep this concept front and center in your thinking as you launch this year.

An Orientation to the Unit

BEND I ♦ Habits for Reading Long and Strong

1. Readers Take a Sneak Peek to Get Ready to Read
2. Readers Do Something at the End of a Book
3. Readers Get Stronger by Reading More and More
4. Readers Set Goals to Read All Day Long
5. Readers Reread to Make Their Reading Voices Smoother
6. Readers Track with Their Eyes and Scoop Up More Words
7. When Readers Reread, They See More!

BEND II ♦ Habits for Tackling Hard Words

8. Readers Sneak a Peek at the Pictures to Figure Out the Words
9. Drop Bad Habits! Pick Up Good Habits!
10. Readers Look at All Parts of a Word
11. Readers Use Meaning to Figure Out Words
12. Readers Double-Check Their Reading
13. Readers Don't Give Up—They Try, Try Again
14. Try It Two Ways!

BEND III ♦ Partners Have Good Habits, Too!

15. Partners Can Introduce Their Books to Each Other
16. Partners Don't Tell, They Help!
17. Partners Can Do Something at the End of a Book, Too!
18. Readers Celebrate and Set New Goals

Read-Aloud: Picture Books

Shared Reading





GRADE 1 ♦ UNIT 2 OVERVIEW AND CONTENTS

Learning About the World

Reading Nonfiction

AMANDA HARTMAN

If there is one defining characteristic of the young child, it is curiosity. Think of a youngster on the morning after a rain storm, out on your driveway, crouching alongside one of the worms that has washed up in the rain. The child will ask, “Why did he come out?” “Where is his mouth?” The questions will be incessant, and they will last all day.

At the start of this unit, you’ll build on that natural curiosity by telling your children, “We’re going to learn about the world. We’re going to swim with sharks. We’re going to travel back in time. We’ll hold baby monkeys and crystals in our hands!” When the kids wonder how that can be true, you’ll unveil a new section of your classroom library, filled with books that teach about these topics and more.

This unit on nonfiction reading comes early in the year because it is important for children to know, right from the start, that books can teach them about submarines and thunder, dinosaurs and iPads. The Common Core and other world class standards suggest that there should be a 50/50 division between fiction and nonfiction across the whole day, across all grades. Whether your district adheres to those standards or not, their guidance on this front is solid. Think of how much of your reading is nonfiction: train schedules, restaurant reviews, websites, newspapers, blogs, professional books. Think of how much children need to learn about the world! Even to understand any one thing—say, how clouds form—they need to learn about weather, rain, the water cycle, evaporation, gravity, forms of water, rain, air, forecasting. All that, just to mull over the gray clouds rolling in overhead.

It’s early in first grade and your children have a lot of growing to do as readers

of any text, not just nonfiction texts, so this unit balances support for nonfiction with support for reading processes. Children think of the first bend of the unit as being all about how nonfiction readers become super smart about topics, but you’ll know that as you rally children to learn all that they can from their books, you are also teaching comprehension strategies such as previewing the text, predicting, noticing text structure and synthesizing information from multiple sources (the picture, the print, the text boxes).

The second bend of the unit spotlights word solving and vocabulary. First graders need to make extraordinary progress over the course of this year. Many will move from a level D all the way to J. To move between those levels, students must integrate sources of information and develop flexibility at word solving on the run. You’ll teach readers to fix up their reading at, or close to, the point of error and to use all three sources of information to do so. Many of your students will be working on using parts of words to word solve, breaking longer words into parts, and using inflectional endings such as –ing. It’s important to support their enthusiasm for this work, because as their books become more complex, words will become longer and they will need stamina for working through the hard parts. Some of those hard parts will involve unfamiliar, domain-specific vocabulary words. It will be important for your children to incorporate these words they encounter into their talk.

In the final bend you’ll shift your emphasis to building fluency and studying craft, teaching students to reread, to sound like an expert, and to notice craft moves.

An Orientation to the Unit

BEND I ♦ Getting Smart on Nonfiction Topics

1. Getting Started as a Nonfiction Reader
2. Studying One Page Can Teach So Much
3. Readers Learn More by Chatting about What's Happening
4. Readers Reread to Make Sure They Understand Their Books
5. Working on Fluency, Including Stress and Intonation
6. A Celebration of Learning

BEND II ♦ Tackling Super Hard Words in Order to Keep Learning

7. Readers Don't Let Hard Words Get in Their Way
8. Crashing Word Parts Together to Solve the Whole Word
9. Readers Check that the Words They Read Look Right and Make Sense
10. Readers Learn New Words as They Read
11. Readers Find and Think about Key Words
12. Rereading a Page to Find the Just-Right Sound

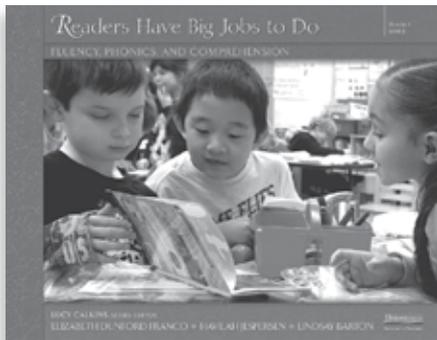
BEND III ♦ Reading Aloud Like Experts

13. Finding Interesting Things to Share
14. Reading with Feeling
15. Reading Like a Writer
16. Readers Plan to Talk and Think about Key Words
17. Using Drama to Bring Your Read-Aloud to Life
18. A Celebration of Reading to Learn about the World

Read-Aloud

Shared Reading





GRADE 1 ♦ UNIT 3 OVERVIEW AND CONTENTS

Readers Have Big Jobs to Do *Fluency, Phonics, and Comprehension*

ELIZABETH DUNFORD FRANCO ♦ HAVILAH JESPERSEN ♦ LINDSAY BARTON

This unit, all about the reading process, comes at a time in the year where your readers will need to develop the independence necessary to make it to the finish line. That finish line encompasses so much more than a reading level—it's also about the level of processing kids are doing in their reading and the mindset they have about what can sometimes feel like hard work. This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem-solving skills. Think of this as the unit that helps you dismantle the training wheels. "Watch out for the bumps," you'll say, "But I know you can do this!"

Your main goal then, is to help your students move past the initial impulse to say, "Help me!" when faced with a tricky word or when meaning breaks down. You'll teach them that when this happens, they can take a deep breath, have a little courage and say, "I can solve this myself!" To this end, you'll help your readers to develop a repertoire of strategies they can have at their fingertips when the going gets rough. The good news is that first graders are collectors. And so in this unit, you will invite them to spread out not their baseball cards, but their reading strategies.

In the first bend, you'll help your readers develop the mindset to take charge of their own reading. Children will learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating all year, and then

check to see that what they've done makes sense.

In the second bend, you'll focus on strengthening and expanding students' word-solving strategies, reminding them to draw from multiple sources of information.

The third bend shifts the attention toward monitoring for meaning. Children will learn strategies for maintaining meaning across large parts of text, as well as strategies for understanding new vocabulary. In the final bend, you'll help readers pull together everything they've learned to problem solve on the run and read with fluency.

In this unit, as in many, partner work plays an important role. It will be important that your readers feel what it's like when they understand the story, and are able to solve words—in other words, it's important that they feel what it's like when their reading is going well. A partner can help them to do this, getting a sense of what it will be like to eventually do this independently. There is something incredibly powerful about sharing learning as a classroom community. Learning together builds a sense of identity as a community. Now your readers belong to a community that sees themselves as the kind of people that watch out for problems and try to solve them.

An Orientation to the Unit

BEND I ♦ Readers Have Important Jobs to Do

1. You Be the Boss! Readers Say, "I Can Do This!"
2. Readers Use Everything They Know to Solve a Word
3. Readers "Check It!" to Self-Monitor
4. Readers Make a Plan
5. Readers Get Help When They Need It

BEND II ♦ Readers Add New Tools to Read Hard Words

6. Readers Think about the Story to Problem-Solve Words
7. Readers Think about What Kind of Word Would Fit
8. Readers Slow Down to Break Up Long Words
9. Readers Use Words They Know to Solve Words They Don't Know
10. Readers Try Sounds Many Ways to Figure Out Words
11. Readers Use Sight Words to Read Fluently

BEND III ♦ Readers Use Tools to Understand Their Books

12. Readers Work to Understand, Rereading If They Don't Get It
13. Readers Make Mind Movies to Picture What's Happening
14. Readers Keep Track of Who's Talking as They Read

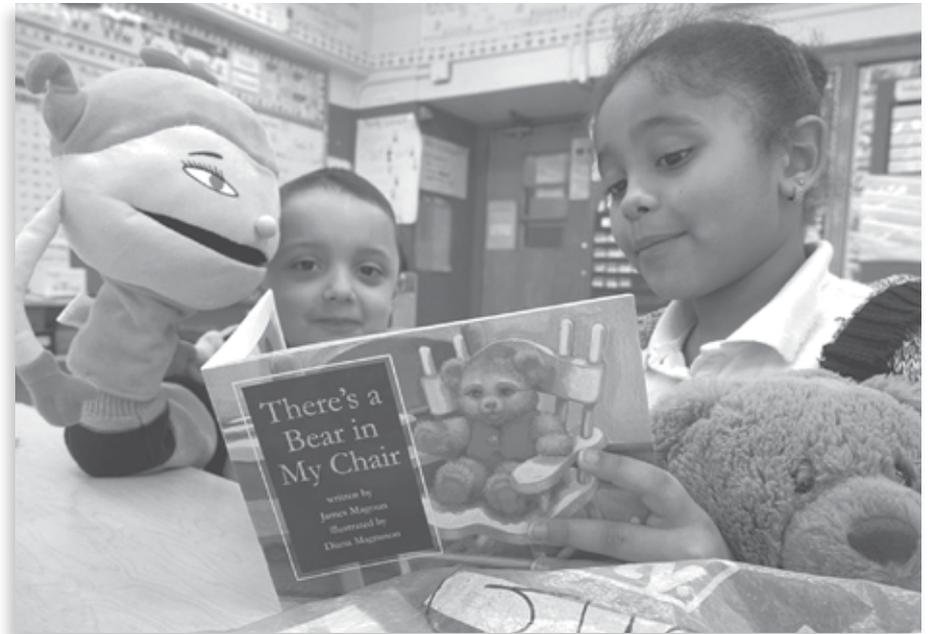
15. Readers Don't Just Read Words, They Understand Words

BEND IV ♦ Readers Use Everything They Know to Get the Job Done

16. Readers Use Everything They Know to Get the Job Done Quickly!
17. Readers Investigate Ways to Make Their Reading Sound Great
18. Partners Work Together to Make Their Reading Sound Its Very Best

Read-Aloud

Shared Reading





GRADE 1 ♦ UNIT 4 OVERVIEW AND CONTENTS

Meeting Characters and Learning Lessons

A Study of Story Elements

ELIZABETH DUNFORD FRANCO

As you are getting ready to send your first graders off into the rest of their lives, the very best gift you can give them is the knowledge that books can truly function like the rabbit hole in *Alice and Wonderland*; or like the tornado in *The Wizard of Oz*, lifting readers off their feet and setting them down in new places, new times. This unit helps you do just that. After a sequence of units focused tightly on reading process, this one spotlights the nuts and bolts of story elements and the skills that are foundational to literal and inferential comprehension. It teaches empathy, imagination, envisioning, prediction—all of those key comprehension skills that add up to engagement.

You'll start by leaning toward your kids, looking them in the eyes, and telling them, "Today, we are starting a brand new unit that will take you on lots of adventures. Every time you open a storybook, you'll meet a character who is going places and doing things—and you'll get to go, too." As students travel with beloved characters to museums, zoos, imaginary islands, or the Jurassic Age, you'll help them to each bring along a suitcase of strategies for making sense of these longer, more complex books.

The first bend invites readers to track the events of the story—using pictures and words to keep track of the plot and journey along with the character. Along the way, they'll make predictions by anticipating what might come next. You'll also teach readers strategies for holding on to longer and more complex stories and determining importance to retell key details in sequence.

The second bend shifts to a closer study of characters, helping readers learn all they can about main and secondary characters. You'll teach children to draw from the details in the text to grow ideas about these characters and to read in a way that brings them to life.

You'll also pave the way for interpretation work by showing students how to consider the messages in stories. In the third bend, you'll teach children that stories contain life lessons, using the metaphor that cracking open a book is like cracking open a fortune cookie and finding a message hidden within. As first graders try on this deeper thinking, you won't expect them to master this analytical work. Instead, celebrate their approximations and trust that by opening the door to thinking about the bigger message a story hopes to teach, you'll help them to begin to think beyond what's on the page—work that will continue well beyond first grade. The unit comes to close with readers recommending favorite stories to others, passing along those life lessons.

An Orientation to the Unit

BEND I ♦ Going on Reading Adventures

1. Readers Preview Stories to Get Ready for Reading Adventures
2. Readers Use the Storyline to Predict
3. Readers Retell to Retain the Story
4. Readers Revisit Books to Notice More
5. Readers Reread to Notice Pages that Go Together

BEND II ♦ Studying Characters in Books

6. Learning about the Main Character
7. Readers Learn about Characters by Noticing Their Relationships
8. Rereading to Learn More about Characters
9. Readers Become the Character
10. Characters' Feelings Change, and So Do Readers' Voices
11. Clues Help Readers Know *How* to Read a Story
12. Readers Reread to Smooth out Their Voices and Show Big Feelings

BEND III ♦ Learning Important Lessons

13. Discovering the Lessons Familiar Stories Teach
14. Readers Always Keep Life Lessons in Mind
15. Readers Make Comparisons
16. Readers Group Books by the Lessons They Teach

BEND IV ♦ Growing Opinions About Books

17. Readers Share Their Opinions about Books
18. Readers Rehearse What They Will Say

Read-Aloud

Shared Reading





Session 1

Readers Take a Sneak Peek to Get Ready to Read

IN THIS SESSION, you'll teach children that readers get their minds ready to read by previewing the text before diving into the work of reading the words.

MINILESSON

CONNECTION

Celebrate your kids' growth by listing things they now do without being told—their habits.

Once children had gathered in the meeting area, I began. "This is such a big day! You are first-graders now, and you've grown up so much that I bet there are things you do all the time, without anyone having to remind you. Maybe in kindergarten you needed reminders, but not anymore! Thumbs up if you always remember to turn the lights off at night." I gave children a second to respond, and nodded when I saw so many children signaling that yes, they did this. "It's a habit to turn the lights off at night," I said, and continued. "Thumbs up if you remember to brush your teeth every morning. Thumbs up if you put away your toys when you're done playing. Wow—this class has so many good habits."

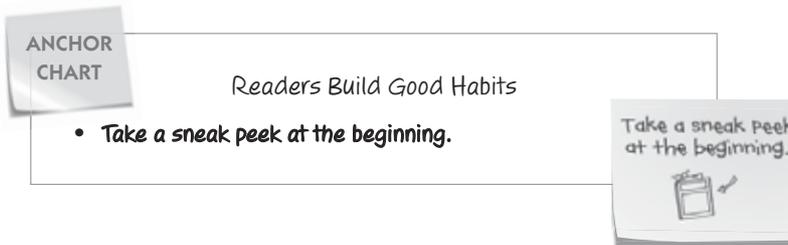
✿ Name the teaching point.

"Today I want to teach you that *readers* have good habits, too. They have things they do all the time, without needing anyone to remind them. And one of those habits—one thing that readers do without needing to be reminded—is get ready to read by taking a sneak peek at their books. They peek, and then they think."

GETTING READY

- ✓ Choose a demonstration text at, or slightly above, the current benchmark level (D/E) to use across Bend I. We use *Ollie the Stomper*, by Olivier Dunrea, but the teaching points in this unit will transfer well to any other text you might choose. You'll want to look for one that provides an engaging story and opportunities for word-solving work. You may choose a Big Book or use a document camera to project the text during demonstrations (see Teaching and Active Engagement).
- ✓ Prepare the beginning of the anchor chart for this bend by adding the heading "Readers Build Good Habits" to a blank piece of chart paper (See Connection). ✿
- ✓ Make sure you have today's strategy Post-its®—"Take a sneak peek at the beginning." and "Check your sneak peek."—ready to add to the chart (see Connection and Share).
- ✓ Prepare baskets with a range of leveled books (presumably levels C–G) and a variety of genres at each table.
- ✓ Assign meeting area spots at the rug and reading spots around the room for independent reading and partner work.
- ✓ Assign students to sit in temporary partnerships. These need not be data-based right now. Students should select a text from table baskets before finding their meeting area spot (see Teaching and Active Engagement).
- ✓ Prepare the partnership chart by adding the heading "Reading Partners Work Together" to a blank piece of chart paper. Have the strategy Post-its—"We work as a team." and "We build good habits together."—ready to add to the chart (see Transition to Partner Time). ✿

I read the heading on the chart I had prepared and added the first strategy.



TEACHING AND ACTIVE ENGAGEMENT

Guide students through previewing a book together by studying the cover illustration and the title.

"Let's do this work together. Are we gonna just open up the book to the first page and start reading? No! We're going to remember to do . . . what?" I signaled students to chime in. "That's it—take a sneak peek!

"First, let's peek at the cover. Then let's think, 'What will this book be mostly about?'" Showing the cover to *Ollie the Stomper* and peeking at it, I asked, "What do you see on the cover? When you see one thing, two things, three things put a thumb on your knee." I gave students a short space of time to study the cover of the book. When I saw that most of the class was ready, I signaled the children to share with one another very quickly. "Turn to your partner on the rug and say what you see.

"Yes, a duckling. A brown duckling. You're right, he has one foot up in the air. But wait, now we gotta think, 'What will this book be mostly about?' Let's all think. When you have an idea, put a thumb on your knee." Again, I prompted the class to turn and talk.

Highlight that readers' ideas change each time they peek at the details of a book.

I gathered them back again after just a few seconds. "Yes, the book could tell about Ollie and maybe all the places he goes. Now, let's peek again to think even more. This time, let's read the title, 'Ollie the Stomper.' Think again, 'What will this book be mostly about?' Turn and tell your partner what you're thinking."

I moved in to listen to students' ideas before calling them back once again. "I'm hearing such strong ideas about this book. But wait, let's peek again. This time, let's peek at a few of the pages and then think some more." I flipped through the first few pages of the text, pausing to allow children to study the illustrations. I stopped at page 9. "Our ideas keep changing the more we peek and think, don't they? Turn and tell your partner what you're thinking now."

I gave partners a brief moment to revise their ideas before voicing over my own thinking. "It seems like Ollie wants to be like the bigger ducklings. Maybe he wants to go with them. Now my mind is all revved up! I'm ready to read this book and get to the end to find out what happens!"

You'll want students to begin reading from a basket of books at the center of the table. The books in each table basket can roughly reflect the book levels from the end of last year for the children seated at that table. Today you will need to ask students to first select a book from the table basket, and then to bring that book to the meeting area to preview during the active engagement of the lesson.

Although you'll teach many minilessons by demonstration, this one relies instead on guided practice.

It's important to think about engaging kids in focused ways across a lesson. Encouraging kids to chime in is a way to support their engagement.



Coach children to try this with a partner, voicing over prompts as they do this.

"Now it's your turn! I want to give you a chance to take a sneak peek at your own books. Will you take out the book you've brought with you to the meeting area? Okay, now quickly decide who will be Partner 1 and who will be Partner 2. When you've decided, give me a thumbs up so I know you're ready. All the Partner 1s, tap your nose. Great! All the Partner 2s, tug your ears. Perfect, we're all set.

"Now, Partner 1, put the book between you and your partner. But wait! Partner 2, don't let Partner 1 just open it up! Remember the good habit readers have. Before you start reading, take a sneak peek. Peek at the cover and think, 'What will this book be mostly about?' After you peek at the cover, turn to the first page and peek again. Remember to say what you see and what you think.

"I can already tell that taking a sneak peek at your book is becoming a habit for you! I bet you're all going to take a peek at your books every single time you start a new book! Partner 2, take out your book next and put it between you and your partner. Now, take a sneak peek at *that* book!"

LINK

Recap today's and yesterday's teaching, reminding students that taking sneak peeks and then reading on to check predictions needs to be a habit.

"So from now on, remember, whenever you pick up a new book to read, it helps to take a sneak peek. You can peek at the cover, then think, 'What will this book be mostly about?' Then, peek again at a few pages and think again.

"It's important to do this with *all* of your books, *every* time you start to read because that will make this a strong habit—something you do *all the time*, without anyone having to remind you. Clap ten times if you're ready to try this each time you start a new book today. Off you go!"

You may need to take a moment here to coach into some basic partnership routines. Teach children to place one book in the middle anytime they are reading with partners. Teach them to put their own book aside or even to sit on it when it's their partner's turn. It helps to coach both kids to hold on to the book being shared, each partner holding on to one edge of the book. When young children aren't actually touching the book being shared they have a tendency to look away and become distracted.

Coach partners to remind each other of the steps to sneak peek. You might notice students looking only at the cover or at one page of the text. Encourage students to peek, then think, then peek again, moving through the first few pages of the text. Urge readers to close their books before getting to the end, so they don't give away the ending and also so they are more compelled to read through the book.



CONFERRING AND SMALL-GROUP WORK

Channeling Readers to Read

THE FIRST THING you'll need to do today is to support the transition from the minilesson to independent reading time. After you send children off from the minilesson, you will probably circulate around the room, using nonverbal signals to redirect students' attention and help them get started right away. If a child is sitting and waiting, gesture for him to start right away. You might say to the whole class, "You don't need to wait for anybody. You can start as soon as you get back to your reading spot!" If a child is chatting with a classmate, for example, pantomime opening a book as a way to say, "Get started." If a child is standing near her table spot, spinning around and making noises, you'll want to make the message clear that this is not expected behavior. Act stunned. "Where's your book? We haven't got a moment to waste during our precious reading time!"

Once you've circled the room, settling children, you may notice some are spending a lot of time flipping through books in the table baskets. You'll want to help those students

MID-WORKSHOP TEACHING

Readers Use *All* of Their Reading Time to Read

I looked around the classroom for signs of a child searching for a second book. I wanted to seize the opportunity to emphasize the fact that reading time is always precious, so readers don't waste a minute of it.

"Readers, can I have all your eyes on me? You know, readers don't just read *one* book and then sit back and relax. No way! They use *all* of their precious reading time. Matthew just finished reading and thinking about one book. And guess what he did next? He went back to his table basket to find another book. He didn't even waste a minute.

"As you finish reading and thinking about your own book, don't forget to go back to the basket and find another. Use *all* of reading time—to read!"

settle down into one book. Other first-graders might appear disengaged, reading half a book, then stopping to watch the class. Take a moment to sit beside these readers and engage with them, sharing your enthusiasm for the story or topic by reacting to the pictures, sharing ideas, and taking turns reading lines aloud. As you do this, check whether the book is a good match for the reader; and if it isn't, suggest a more accessible one.

As you do all of this, you'll be taking note of kids' reading levels. This is important because you'll soon start conducting running record assessments, and the more you know before then, the more efficient that work will be. You'll also be noting social dynamics between and among your kids, which helps you to strategically assign long-term partnerships.

During these early days of the year, you'll want to follow Dr. Spock's advice: "Catch children in the act of doing good." Frankly, because you will need to circulate quickly and you won't know your children well yet, you may need to alter his advice to "Catch children in the act of *almost* doing good." That is, if a child appears to be daydreaming instead of reading, give that child the benefit of the doubt. "Oh my goodness. That book has gotten you thinking so much that I can see the wheels of your mind turning! The same thing happens to me when I read. Sometimes I put the book down for a second to think about it. Can you show me the part that you are thinking about?"

If you see two children wrestling over a book, you might say, "Wow! You're both so excited to read the same book. That will happen sometimes. Make sure not to waste your reading time! I bet you can make a quick decision about who will read it first and who will read it second. I hope / can read it third!"

You can extend today's lesson by going from table to table, coaching each group of kids to remember to take a sneak peek—and to use those sneak peeks to help them

(continues)

TRANSITION TO PARTNER TIME

Partners Build Good Habits Together

Standing in the midst of the readers, I said, “Eyes up here,” and scanned the room, waiting until I had absolute silence, all eyes on me. Then I said, “It’s time to read with your partner. So right now, stop everything and huddle up close to your partner.” I waited until that was done and the readers were again attentive. “Let’s review what you already know how to do—because it’s a habit!”

Gesturing to the “Reading Partners Work Together” chart, I said, “How many of you already know that partners sit side by side with one book in the middle? Why, yes! I see that you’re already doing that now.” Partners who had several books out quickly adjusted, choosing one to place between them. I continued, “And how many of you will remember to take a sneak peek—because it’s a habit for you now?” The class all signaled they were game. “Super!”

I added two strategies to the “Reading Partners Work Together” chart that I had semi-prepared ahead of time.

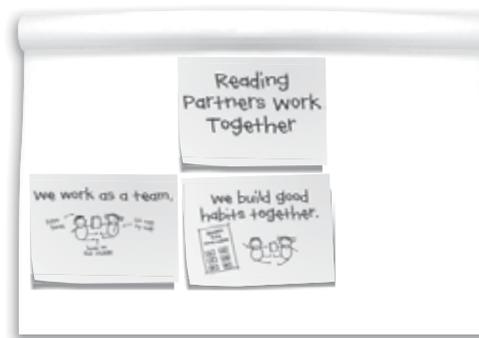
ANCHOR CHART

Reading Partners Work Together

- ***We work as a team.***
- ***We build good habits together.***

find books they *want* to read and *can* read, books that are “just right.” Encourage kids to really look through the baskets instead of grabbing the first book their fingers land on. Rather than formal conferences or small-group work today, you might have quick conversations with groups of kids about the kinds of books they like to read, what they read over the summer, and what they read last year, and make a note of topics and authors that you hope to stock up on for them.

The start of the year is your chance to set the bar for the reading workshop—so be sure to set it high. You’ll want your young readers to share your enthusiasm for reading, even when they encounter difficulties. You also want to create a culture that values hard work, so that kids know that when the going gets rough, they can always try harder.





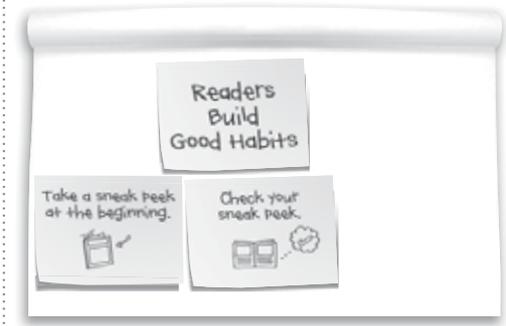
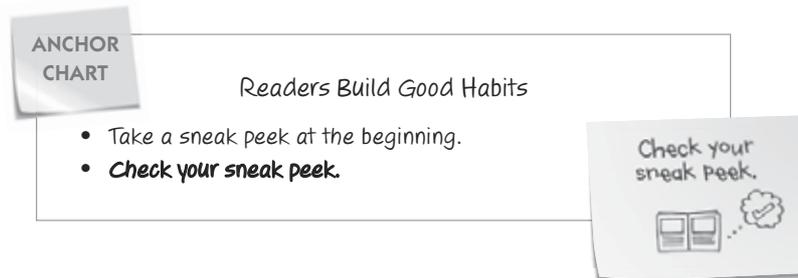
SHARE

Readers Check the Predictions They Made during a Sneak Peek

Remind children that readers check their predictions before reading more.

"It's very important to know that readers don't *just* take a sneak peek to predict what the book will mostly be about or to think about what might happen. After they take that sneak peek and say, 'I think this book will mostly be about . . .' they read *and check their sneak peek!* They read and say, 'Yup, I was right!' or 'Oh! This isn't what I expected!' Then, they make new predictions before reading more. So today, and every day, as you read, be sure to check your predictions. I'm going to add that to your 'Readers Build Good Habits' chart so you remember to take a sneak peek *and* to check your sneak peek."

I took out *Ollie the Stomper* and placed it on the easel. "Let's make this a habit, starting now. We made lots of predictions in the minilesson. Now we need to check them." I opened the book and led the first day of shared reading, using *Ollie the Stomper*. I paused several times across the read, asking students to confirm and revise their predictions. Then I added to the chart:





Session 2

Studying One Page Can Teach So Much

IN THIS SESSION, you'll teach students how to linger on a page and use the pictures to find more details and information that accompany the text. You'll show students how they can slow down in their reading and name what they see before they turn the page.

GETTING READY

- ✓ Use a demonstration text, such as *Hang On, Monkey!*, by Susan B. Neuman, that you can project to the class, perhaps using a document camera (see Teaching and Active Engagement).
- ✓ Display the anchor chart "How to Get Super Smart about Nonfiction Topics" so it is ready to refer to and extend (see Link and Mid-Workshop Teaching). 🌟
- ✓ Prepare today's strategy Post-it notes—"Stop and study each page." and "Guess what might come next."—to add to the chart (see Link and Mid-Workshop Teaching). 🌟
- ✓ Keep the partnership chart, "Reading Partners Work Together," at hand (see Transition to Partner Time). 🌟
- ✓ Create or display an information writing chart that shows strategies for how to add details and say more in writing. We use the anchor chart "How Can I Teach My Readers?" from *Nonfiction Chapter Books* in the first-grade Units of Study in Opinion, Information, and Narrative Writing (see Share). 🌟
- ✓ Make sure students have a book that they have read in independent reading (see Share).

MINILESSON

CONNECTION

Celebrate that children are flying through books, but remind them that as writers, they've learned to slow down and add detail. Suggest they can do something similar as readers.

"Readers, yesterday you read and read and read. You were flying through books! Watching you read reminded me of watching you write. In writing workshop, you often write lots of books as well.

"But do you remember that lately I've been reminding you that because you are stronger writers now, you are ready to slow your writing down, to reread more often, and to add more details to your writing? Because here's the thing: the same is true for your reading! You *do* want to read a lot! *But* you also need to think and learn as you read your nonfiction books. When you read thoughtfully, that helps you get smarter about your topics."

🌟 Name the teaching point.

"Today I want to teach you that readers who want to get smart about a topic don't just let the pages fly by. Instead, readers think, 'This *one page* can make me smart,' and they read each page closely, getting as much as they can out of it. They read whole books that way."

TEACHING

Recruit kids to join in shared reading of a page, then in scanning the picture. Note what you see in a few parts of the picture, framing what you notice as an observation about the topic.

"Let's look at page 4 in *Hang On, Monkey!* Let's read the words together, and then let's study the page, remembering that this one page—any one page—can make us smarter about the topic, about monkeys. Every time you learn something new, put your finger on your knee. You ready?" We read in unison:

This monkey hangs on a tree.

It lives in a rain forest.

northern muriquis

I read the text with the students. Although *northern muriquis* is a fancy, domain-specific vocabulary word, one that would be quite difficult for most first-graders to read on their own, I read that label to the illustration just as I read everything else. You may decide to say, after you read words such as these, something like, "Oh, that is the name of these specific kinds of monkeys. Interesting!"

"To learn a lot from this one page, to let one page make us smarter, we need to think about the words and to look closely at the page and say what we see."

I first reread the text, signaling when I learned that the monkey lives in a rain forest by putting a finger on my knee, reminding the children to do that when they learned something new. Then I looked at the picture, moving my finger onto parts of it and back to the print. I lingered a bit so that students could have an opportunity to think, and as I did this, I saw a few fingers on knees. "I see that Carla has already learned some more information," I said, replicating the gesture. Immediately, five other students put fingers on their knees.

"Here I go!" I slid my finger along the picture of the branch. "I see that the monkey has one arm and its tail both wrapped around the same branch. It's like the tail is another arm." I slid my finger back to the hand. "And look at the hand here. It's wrapped all the way around the branch. The hand and the tail do the same hanging-on job for monkeys."

I continued, saying, "Where should I look next?" I moved my hand over the picture, scanning the page with my finger and eyes. "Look at what I found—a baby! Let me zoom in closely to see what else I can learn about the baby. It looks like the baby is using its legs and arms to hold onto the mother, not the branch. Maybe babies learn to hold onto branches by first holding onto their mothers."

Debrief, noting what you did that you hope students are doing every time they read.

"Readers, did you notice that to learn a lot from even just one page, we didn't just let the pages fly by? Instead, we thought 'This *one page* can make us smarter,' and we read that page closely, with fingers and eyes moving across the page, thinking about what we saw, and getting as much out of it as we could."

ACTIVE ENGAGEMENT

Channel kids to read another page similarly, first reading the words in unison, then getting ready to share what they see and think with a partner.

"Let's try it again on a new page. Let's read together":

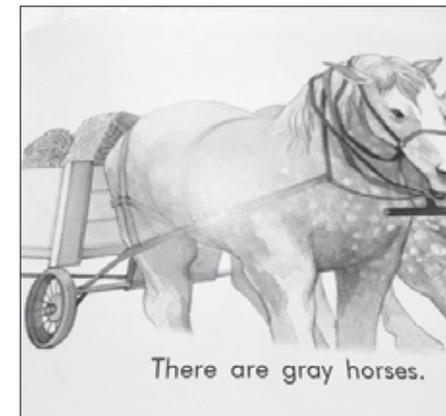


FIG. 2-1 After reading *Colors of Horses*, Christopher reread each page and then looked at the picture to see what else he could learn about horses. Christopher commented as he read, "Here, the horse is in a race. And it is a fast horse with lots of muscles." On another page he commented, "These horses are work horses. They help out on farms moving things like hay." In both examples, Christopher found more information in the picture to help him think and say more about horses.

*These monkeys sit on a tree.
They live in a grassy, open place.
vervet monkeys*

“Time to stop and study this one page! Get ready to say all that you see to your partner!” After a minute I said, “Turn and talk.” Once children started talking, I said, “Don’t forget to say, ‘This teaches me that . . .’ What?”

LINK

Celebrate ways that children have engaged in an early version of close reading.

“I loved the way that you were moving your fingers to show what you saw on the page. Some of you counted five things you saw on the page! I even heard someone zoom in and talk about what monkeys looked like. You are getting good at studying one page. *And* you are getting smarter about monkeys.

“Readers, to become super smart about your own topics, you aren’t going to just fly past the pages in your books anymore. You need to stop and study as you read so that you learn more.” I flipped the page of the chart tablet over to reveal the reading chart that was started in Session 1 and added the new strategy Post-it.

“I’m sure you will find other ways to get super smart about nonfiction topics. And we’ll add those to our chart, too.”

Remind students how to set up for reading by stacking their books and getting ready to tally the number of books that they read.

As students went off to read, I voiced over to the class to settle into reading, just like they did in the last unit: “Readers, don’t forget to stack up your books. Take a Post-it out and get ready to tally the number of books you read today. And remember to slow down and learn as much as you can from each page.”

In reading, as in writing, one of the balances you are working to strike is that your students make their way through a high volume of texts while giving each one careful thought. This minilesson helps students recognize the importance of slowing down and noticing more on the page—and gives them a chance to practice doing this.

ANCHOR CHART

How to Get Super Smart about Nonfiction Topics

- Take a sneak peek to start learning.
- **Stop and study each page.**





CONFERRING AND SMALL-GROUP WORK

Using Table Compliments to Create Energy around the New Work

TODAY, LIKE YESTERDAY, your conferring and small-group work will require you to put on virtual roller skates and move very quickly among your readers, rallying all of them to do the unit's work. One way to make a big impact on your class is to give what we refer to as "table compliments." To do this, first approach a table full of readers and draw a chair alongside the kids. You may find that when you approach, they stop working and look up at you as if to ask, "Yes?" You won't have anything to say when you arrive on the scene, so coach them to always continue reading and working when you pull in close, allowing you to study what they are doing. "Don't stop when I come near you as you are reading or writing," you can say, "because what I'm wanting to do is to study your work." This is one of many ways you can explicitly teach kids their roles in small groups and conferences.

Spotlight examples of students' successful application of reading strategies to reinforce them with other students.

If your intention is to give a table compliment, watch as kids work, thinking, "What is one child doing that I'd love to see the others doing as well?" It's especially great if the child who can be spotlighted in this way is *not* the class star, because setting that child up as a model can sometimes backfire. Say you notice that one reader is running his hand over the picture, either talking to himself as he does or in some other way clearly is reacting to the content of the page. You might interview that youngster to hear a bit about what he is thinking and then plunge into your table compliment.

Call for the group's attention just as you would for a mid-workshop teaching point. "Readers, eyes up here," you can say. As usual, wait until kids actually stop what they are doing and look at you. Then spotlight the child, making sure to name what that youngster is doing in a way that is transferable to others as well. "I want to admire the way that Leo is not just glancing at his page like this," you might say, "but instead, he is really studying the picture and adding the message in the picture to the message in the words. It's so cool because . . . Leo, what do the words say?"

(continues)

MID-WORKSHOP TEACHING

Predicting What the Upcoming Text Will Say

"Readers, readers, look this way." I waited. "How many of you have been reading in such a way that you get a *ton* of information from even just one page? Yes! Here's another thing you can get from one page. You ready? You can get *an idea for what might come next in the book!* Like if you read, 'There are many kinds of storm clouds,' then you might guess, 'I bet the next page will tell about some of those kinds of storm clouds.' And if you read a page that says, 'Some dogs are big, some dogs are small, some dogs are short . . . ' the next page might say . . ." I paused dramatically, gesturing with my hands for students to chime in.

They chorused, "Some dogs are tall!"

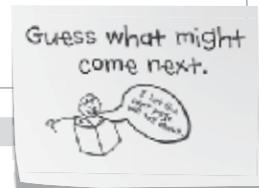
"As you read one page, you can think, 'I bet the next page will tell about . . .' and then you can guess what might come next."

I added the new strategy Post-it to the chart:

ANCHOR CHART

How to Get Super Smart about Nonfiction Topics

- Take a sneak peek to start learning.
- Stop and study each page.
- **Guess what might come next.**



TRANSITION TO PARTNER TIME

Helping Your Partner with Tricky Parts

I stood in the middle of the classroom beside our two classroom charts, “How to Get Super Smart about Nonfiction Topics” and “Reading Partners Work Together.” “Readers, remember that as partners, you need to be *helpers*, and not just when your partner gets stuck on a word! You can also help your partner get *super* smart about his or her topic. What will you remind your partner to do?” I asked. I turned to the partnership chart and began reading it aloud with the pointer on the chart. The children joined the shared reading.

“Great, now look at your books and think, ‘Are they all stacked up, ready to read?’ Did you decide who will go first, Partner 1 or Partner 2? Did you pick *how* you will read your books? If you have, then you are ready to read and be super helpers! Don’t let your partners just fly through their books!”

ANCHOR CHART

Reading Partners Work Together

- *We work as a team. (sit side by side, book in the middle, take turns)*
- *We build good habits together. (sneak peeks, do things at the end of books, reread books)*
- *We read together. (choral read, echo read, seesaw read)*
- *We give reminders. (“Don’t forget to” . . . and “Try this instead . . .”)*
- *We grow ideas together. (“I never thought about that!”)*
- *We give book introductions.*
- *We don’t just tell—we HELP!*
- *We do SOMETHING at the end. (reread, smooth it out, retell, share ideas)*

Leo might read, “The squirrel eats many things.”

Then you might say, “And Leo, tell us how much more you learned by studying the picture and adding what you learned from the picture to what you learned from the words!” The important thing is to name what a child is doing in a way that pertains to other texts. In this instance, you won’t just celebrate that Leo learned from the picture that squirrels eat fruit as well as nuts. Instead, you will note and celebrate that he gleaned information from both sources. Before you leave, invite others to try the same work that Leo is doing. As they get started, you might coach their efforts.

A table compliment like this requires just a few minutes of your time, but it can make a world of difference in helping students learn and apply new strategies. Early in most units of study, you can use this method of teaching to create energy around the new work of the unit.



SHARE

Referring to Charts as Reminders

Compliment students on how they worked hard to slow down and learn more from each page.

"Readers, you've been working really hard on learning from your information books. You've been doing sneak peeks and studying right from the start! You've been stopping and studying the pages and trying to learn as *much* as you can.

"But you know what? It doesn't always work. It's not always easy to know what to say to your partner!"

Encourage students to consider how writing strategies might also help them as readers.

"So I thought we could talk about some *other* ways to help you and your partner think more about a book. In fact, we have some tools in this room that might help." I stood up and started to point to various charts. "I'm thinking this chart could help." I took the chart titled "How Can I Teach My Readers?" off the writing workshop bulletin board and placed it front and center on the easel.

ANCHOR CHART

How Can I Teach My Readers?

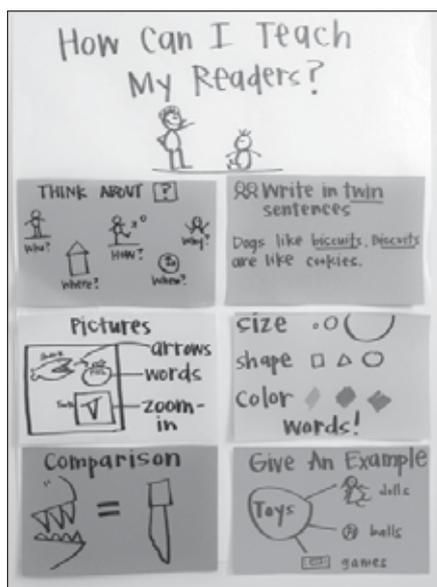
- Think about questions my readers might have.
- Include pictures (teaching words, lines and arrows, zooming in).
- Give an example.
- Use shape, size, and color words.

"Let me show you. I've put stars next to three of the writing strategies we have been using to help us teach our readers. These can also help us study and talk about our pages more. Look at the first bullet that I starred. 'Think about questions my readers might have.' Well, as a reader, we can stop on a page and ask questions and try to answer them." I opened up *Hang On, Monkey!* and asked, "How do the monkeys play? Maybe they chase each other up and down the tree." Then I looked back at the students and said, "Did you see how I said more here by trying to ask and answer a question using the page?"

This chart, from Grade 1, Unit 2, Nonfiction Chapter Books of the Units of Study in Opinion, Information, and Narrative Writing (Calkins et al.) can be a great tool for readers as well as for writers. During writing workshop, students learn to elaborate and say more in their writing. Students can also apply that skill in their nonfiction book talks, using similar cues to prompt reading more closely and thinking more deeply about the topics of their books. Channel them to study photographs and pictures in their books and to use the elaboration charts to say more about what they are learning about their topic. This cross-curricular work is important to support students in internalizing these skills and working on transfer.

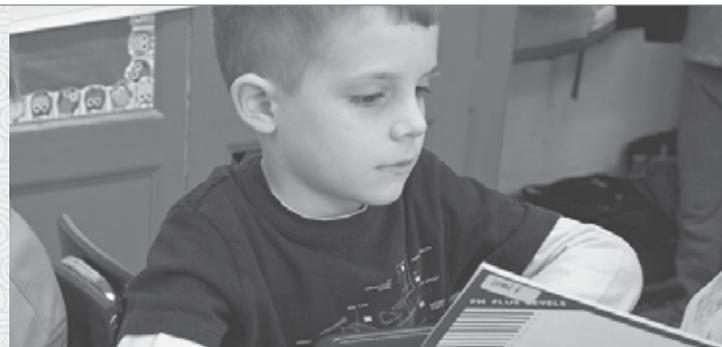
“Look at this one.” I pointed to the starred strategy on the chart and then read, “‘Include pictures (teaching words, lines and arrows, zooming in).’ As readers, we should pay close attention to these in our books and talk about them. Let’s read the third starred strategy. ‘Use shape, size, and color words.’ How would we use those, you might ask? Well you could read your page and study the things on it by describing what they look like in detail. *All* of these things will help you learn more and say more!

“Right now, try using *this* chart from our *writing* unit to see if it can help you *say* more about the pages you are reading! Partner 1, place your book between you and Partner 2. Read to Partner 2. Both of you, try to stop and study the pages together, saying what you see. If it gets hard to see more, give each other tips from ‘How Can I Teach My Readers?’”



Session 7

Readers Think about What Kind of Word Would Fit



MINILESSON

CONNECTION

Make up a short oral story to help students understand how their knowledge of language structures can help them predict words in a sentence.

"I have a friend who has this habit of finishing my ideas for me. She'll jump in and say the words before I can even get them out of my mouth! Has that ever happened to you?" A few heads nodded in agreement.

"Well, today I thought you could try to be like my friend. I'm going to make up a little story. You listen carefully and think about what the next word might be. When I stop, I'll point to someone to say the next word. Let's try it!

"It was a beautiful hot sunny day, and so I decided to go to the . . ." I looked expectantly into the group, giving them a few seconds to think, and pointed to Sean. "Beach!" he shouted.

I took Sean's suggestion and continued on with my story. "'I love the beach,' I said to myself as I grabbed my bag and started to pack all the things I would need. I got out my swimsuit, my sunscreen and my . . ." I pointed to Judy. "Towel," she added.

"I couldn't wait to get to the beach, jump in the water, and start . . ."

"Surfing!" grinned Anil.

IN THIS SESSION, you'll teach students that readers listen carefully as they read to consider what word might come next, thinking, "What kind of word would fit here?"

GETTING READY

- ✓ In your demonstration text, mask a few words that children can solve using syntax, leaving the first letter in each word visible. We suggest *cards* on page 7, *tonight* on page 8, and *talking* on page 11 of *Zelda and Ivy*. If you choose your own demonstration text, be sure the words you select can be solved by using syntax (see Teaching and Active Engagement).
- ✓ Prepare the strategy Post-it note—"Think what kind of word would fit."—to add to the "Tools for Solving and Checking Hard Words" chart (see Link and Mid-Workshop Teaching). ✨
- ✓ Have student writing folders accessible for revising (see Share).

“Let’s pause our story for a bit.” I said with a laugh. “Did you notice how every time I stopped for a word, you had an idea for me? Like when I said ‘I decided to go to the . . .’ you were all thinking of *places* that I could go. You knew that word had to be a place. It was the only kind of word that would *sound* right! And when I said ‘I couldn’t wait to jump in the water and start . . .’ you were all thinking of things I could do—*action* words like *swimming* or *splashing* or *surfing*! That’s the kind of word that sounds right in *that* spot.

“You sure know a lot about how words and sentences work. When you listened carefully to what I was saying, you knew that certain words sounded right in certain spots. That helped you think of the next words in my story! Readers can do the same thing to work on tricky words in their books.”

✿ **Name the teaching point.**

“Today I want to teach you *another* tool readers use to get their job done. They listen carefully as they read to consider what word might come next. They think ‘What would sound right? What kind of word would fit here?’”

TEACHING

Demonstrate how to solve an unknown word by stopping and thinking about the *kind* of word that would sound right.

“Watch how I use this new tool to help me read on in *Zelda and Ivy*.” I opened up to page 6 and began rereading the text to remind students of where we left off. I stopped at the Post-it on page 7, covering all but the first letter of the word *cards*.

“*Lucky you brought your c_ _ _ _*”

“Oh! I’m stuck. But wait, I’ve got a *new* tool to try. Let me reread and think, ‘What would sound right? What kind of word would fit here?’ I see Ivy peeking in the window,” I said tapping the picture. “Lucky you brought your peeking?” The class giggled. “*That* doesn’t sound right! It’s definitely *not* the kind of word we need here! I better try again.”

I reread the line. “Well, it sounds like they brought *something*, so this word must be a thing. Hmm, . . . Lucky you brought your . . . teapot? That sounds right. Oh, but it has to start with a *c*. Let me try again. What’s something they brought that starts with a *c*?” I waited a moment to give students an opportunity to think along with me. “Thumbs up if you’re thinking it might say, ‘Lucky you brought your cards.’ Or, ‘Lucky you brought your cups.’ Those both sound right and they make sense. Let’s take a look at all the letters and see if we can get some more clues.

I slowly peeled off the Post-it, revealing the whole word, and ran my finger under the word as I read it. “Lucky you brought your cards!”

Children are bound to offer a variety of possibilities, and the aim is not to guess the exact word you had in mind, but instead to celebrate suggestions that fit the syntax (and meaning) of the sentence. For example, if a child says “pool” instead of “beach,” follow their lead.

You won’t want this work to be teaching the parts of speech or defining these for children. Instead, help children use the structure of English to anticipate what kind of word comes next in a sentence. For example, if you—a proficient reader—were to read, “Then, the dog . . .” you might anticipate that the next word could be ran or barked. You’d use what you know about how the English language works to anticipate a verb. This lesson is intended to help children use what they know about oral language, not to learn parts of speech.

Some students may not understand what it means to make their reading “sounds right.” Here, you use a non-example (using a verb in place of a noun) to help make this idea clear. It definitely doesn’t sound right! Using a non-example can be a powerful teaching tool to help students understand new concepts.

"Did you see how I was thinking about the kind of word that would sound right in the sentence? This helped me find a word that would fit. Then I checked to see if it looked right!"

ACTIVE ENGAGEMENT

Continue reading, but this time ask students for help in anticipating the next word, thinking, "What kind of word would sound right?"

"I'm going to keep on reading. This time, listen carefully, and when I stop, think about what word might come next. Just like you did with my story. Then, just shout it out! There might be some words we all know, and then we can keep on reading. But there might be other words that we have to really slow down and figure out. Ready? Let's read!"

I reread page 7 quickly before continuing on to page 8:

"Be tough," said Zelda. "We may have to sleep here to_____."

I paused at the masked word (*tonight*) and looked expectantly at the students.

"Tonight!" the class shouted.

I quickly peeled off the Post-it, revealing the rest of the word, and continued on to page 11 before stopping again. I read:

When they finished, they could hear
their parents t_____

"They could hear their parents t_____." I paused. "Hmm, . . . Let's stop to think about this one. I'll read the sentence again, and then you can turn and talk. What kind of word would sound right here? What word would fit?" I reread the sentence and gave partners a brief chance to talk. While they worked, I voiced over a few suggestions.

"I heard someone say the parents are doing something here, so this word must be an action! Did you notice that it starts with a t?"

"Let's take a look" I said, pulling the class back together. "I heard somebody say that the word might be *telling* or *talking* or *teasing* or *taking*. Those are all action words that would sound right!" I reread the sentence. "When they finished, they could hear their parents . . ." and peeled off the Post-it to reveal the word *talking*. "When they finished, they could hear their parents talking and laughing in the kitchen." That sounds right, makes sense, and looks right!"

Be sure to leave the first letter or two visible on each masked word. It's important that kids still have some visual information to help them predict the next word. This way, they'll understand that reading is not about making guesses. In this case we have limited the visual information kids are able to use to encourage them to think about the language structures.

You'll want to read a reasonable amount of text before stopping again to problem solve in order to help children get a sense of both the story and the language structures of the text. You also don't want to inadvertently send the message that reading involves a great deal of stopping and getting stuck. Your reading should be, for the most part, well phrased, fluent, and meaningful.

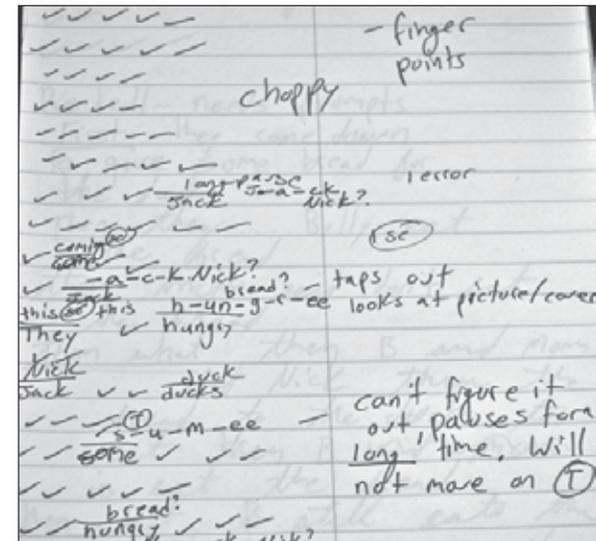


FIG. 7-1 This teacher took a quick running record as she listened to a child read his independent book. The teacher recorded the reading, made some quick notes about the behaviors she saw, and will return to this later to analyze the miscues and make a plan for further instruction.

LINK

Review students' growing repertoire of strategies, rereading the word-solving chart before adding today's new tool.

"Readers, your toolbox is filling up with tools. You've got tools that you've been using for a long time and tools that you're just starting to use. Let's reread our word-solving chart to quickly remind ourselves of all the things we can try to do when our job as readers gets tough." We read through the "Tools for Solving and Checking Hard Words" chart together.

"And don't forget, now you've got one more *new* tool to try! Remember, you can listen carefully to your reading, and when you get to a tricky word you can think about the kind of word that might come next. Ready to read now? Off you go!"

Add to the chart.

ANCHOR CHART

Tools for Solving and Checking Hard Words

Try Something!	Check It!
<ul style="list-style-type: none"> Think about what's happening. Check the picture! 	Does that make sense?
<ul style="list-style-type: none"> Think what kind of word would fit. Get a running start. 	Does that sound right?
<ul style="list-style-type: none"> Try it 2 ways. Look at ALL the parts of the word. Do a s-l-o-w check. Crash the parts together. 	Does that look right?

Think what kind of word would fit.

Tools for Solving and Checking Hard Words

Try Something!	Check It!	
Think about what's happening. 	Check the picture. 	Does that make SENSE?
Think what kind of word would fit. 	Get a running start. 	Does that SOUND right?
Try it 2 ways. 	Look at ALL the parts of the word. P l a y E 	Does that LOOK right?
Do a s-l-o-w check! 	Crash the parts together. 	



CONFERRING AND SMALL-GROUP WORK

Learning from Running Records

Use running records on an ongoing basis to monitor student growth and reflect on your teaching.

Considering that this bend focuses on helping students solve words independently, you'll want to continue gathering all the information you can about the ways your students are tackling challenges when reading. Think of quick running records as a tool you can use to monitor your students' progress throughout the entire unit. These don't have to be formal assessments. Simply pull a chair next to a child as she reads a text from her book bag or a new text you've selected from the classroom library, and then record the reading on a blank sheet of paper. You'll want to keep in mind that

if the child is reading a familiar book, there will be fewer challenges for you to study. Also, don't feel like you need to listen to the child read the whole text. Just a few pages (ideally 100–150 words) will be sufficient.

Study these records carefully. Look for evidence of your teaching in the work you see the child doing. You may notice that the child who had the tendency to stop and get stuck is now making multiple attempts to solve a word independently. You'll want to compliment your students on these gains even if they seem tentative. A little positive affirmation from you will encourage children to repeat the behaviors, getting stronger each time.

(continues)

MID-WORKSHOP TEACHING

Readers Think about How Books Talk

"Readers, can I stop you for a minute? I see so many of you listening to yourselves as you read and thinking, 'What would sound right?' I wanted to let you in on a little secret. Did you know that books sometimes talk a little differently from the way we talk in real life? For example, a book might say 'Once upon . . .'" I trailed off, inviting kids to fill in.

"A time!" the group shouted.

"Exactly. If I was talking to my friends I wouldn't say, 'Once upon a time,' but a book might. You also know that after somebody is talking in a book, the next word is usually something like 'said,' or 'shouted,' or 'cried.' You probably won't hear Michael say 'Let's go to the gym, *said* Michael.' But *books* talk this way! Remember, readers, you know a lot about the special ways that books talk. You can keep this in mind to help you think about what might come next!"

TRANSITION TO PARTNER TIME

Checking that the Reading Sounds Right

"Readers, will you put a thumb up if you've been listening carefully to yourself while you read?" Children indicated that they had. "Listening to your reading can help you think of the word that might come next, but that's not all! Listening while you read also helps you notice when something is wrong. Like if I was reading and said, 'I *wented* to the park,' I'd probably realize, 'That doesn't sound right!'"

"Well the great thing about reading with a partner is that now there are *two* sets of ears to listen carefully. Whoa! That's *four* ears to do this careful listening and checking work. As you are reading together today, can you listen *extra* carefully to not just your own reading, but also to your partner's reading?" I said, cupping my hand around my ear and looking intently. "As soon as something doesn't sound right, you can say 'Check it! That doesn't sound right!' and then help your partner fix it up. Get to it!"

You may also find cases in which students do not demonstrate changes in their reading. When this happens, reflect on your teaching. Was it simple and clear? Did you demonstrate the strategy you want children to use? Did they have many opportunities to practice the strategy with your support? Remember that you can give the most beautiful demonstrations, but unless readers have practiced the strategy successfully multiple times, they are unlikely to make the transfer to their independent reading. In this case, spend less time talking and more time reading!

If a reader is having difficulty using meaning as a source of information, you might say, “You already know that you can think about what’s happening in the story to help you figure out or check a tricky word. Let’s practice doing this.” Then jump straight into the reading, coaching the child with prompts such as “Think about what’s happening. Check it! Does it make sense?” You’ll want to prompt only when necessary, to minimize interruptions and allow the child to do the work. When the child can use a

strategy independently, hold him accountable for it. Make it clear you expect the reader to do this every time he reads, and make a note to check on the student’s progress (and the effectiveness of your teaching) with another running record in a day or two.

Continue meeting with guided reading groups.

You will want to meet with your guided reading groups from yesterday again today. As described above, you may want to check in on the progress of these readers with a quick running record. Start the guided reading group by asking students to take out yesterday’s book and read it independently. Listen in on one student and take a record of her first 100 words. While you won’t have time to analyze the record right away, you should be able to check if the student is now reading the text at an independent reading level (96–100% accurate) and check for evidence of yesterday’s teaching point. Then reconvene the group to introduce and read a new, instructional-level text.



SHARE

Readers, Like Editors, Listen and Fix Up Parts that Don't Sound Right

Invite children to listen to and check their own writing, fixing up sentences that don't sound right—just like editors do.

"As I moved around the room from reader to reader, I was so impressed with how carefully you were listening to your reading and checking that it sounded right. I thought, 'Boy! I sure wish there was a job where people had to read something and check if it sounded right, because the kids in *this* class would get hired in a second! And then it hit me! There *is* a job like that!' The students smiled back, wide-eyed. 'Yes, there are people in the world whose job it is to do the same work you're doing! They are called *editors*. Editors read people's writing and listen carefully to make sure it sounds right. If it doesn't, they think, 'Hmm, . . . What *would* sound right here?' And they fix it up.'" I paused, looking up at the class with a sly smile. "So what do you say, *editors*? Are you up for the job?"

"Yeah!" shouted the class.

"Okay, you're hired. Let's do it! I'm going to pass out your writing folders and pens. Can you take out one of your stories and be an editor? First, read it and listen carefully. If it doesn't sound right, think, 'What kind of word should go next? What would fit?' And fix it up!" I coached in as kids edited their writing, prompting when necessary and saying, "Read that again and listen carefully," or "Listen to me read this line," rereading an incorrect sentence back to the child. "Did that sound right?"

"So remember, you can do this careful reading and listening work during reading workshop, *and* you can also do this same work during writing workshop. Whenever something doesn't sound right, you can fix it up!"

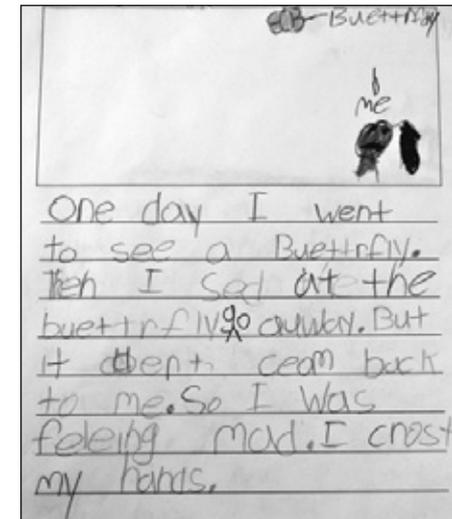


FIG. 7-2 As she edited her writing, Destiny, an English language learner, found a part that didn't quite "sound right" and added a word to fix the problem.



Session 8

Readers Slow Down to Break Up Long Words

IN THIS SESSION, you'll remind readers to slow down to break up longer words part by part.

GETTING READY

- ✓ Make sure children are ready to bring white boards, markers, erasers and a book from their book baggies with them to the meeting area today (see Teaching and Active Engagement).
- ✓ Have magnetic letters nearby for building words (see Teaching and Active Engagement).
- ✓ Post the "Tools for Solving and Checking Hard Words" chart in the meeting area and have the new Post-it note—"Read it part by part"—ready to add. This will replace the "Look at ALL the parts of the word" Post-it (see Link) 
- ✓ Post the "Be the Boss of Your Reading!" chart in the meeting area (see Mid-Workshop Teaching). 
- ✓ Have a piece of chart paper ready to use for interactively writing a note to the principal with the students. (see Share).

MINILESSON

CONNECTION

Use a story to illustrate the idea of breaking up a difficult job, part by part.

"How many of you like to build with Legos?" The class burst out with excitement. "Well, when I was little, my brother and I used to play with Legos all the time! I would build a little house, and he would build something really hard, like a *big* castle, with tall walls, and watchtowers and even a bridge to cross a moat. I remember saying 'Whoa! I can't build anything like *that*. That's too hard!' But then my brother taught me something so important that I still remember it today. He said, 'It's actually not that hard, you just have to build it *part by part*.'

"You see, I was so busy looking at the *whole* castle, that I didn't think about the smaller parts. I could build walls and then add the towers and then add the bridge. Then, at the end I could step back, look at it all together and realize that I had an amazing castle, too.

"Readers, sometimes that same, 'Whoa! That's too hard!' feeling can happen when you read. Thumbs up if a tricky word in your book has made you feel that way. You might think, 'Whoa! I can't read a word like *that*!' Well, whenever that happens, remember the advice my brother gave me: It's not that hard. You just have to read it *part by part*!"

❁ **Name the teaching point.**

"Today I want to remind you that as your books get harder, some of the words also get harder. But you can slow down, look at all the parts of a word, and read it part by part."

TEACHING AND ACTIVE ENGAGEMENT

Use magnetic letters to build familiar words, and encourage children to break the words into known parts.

"Let's start by practicing this with some words and parts you already know. Ready?" I used magnetic letters to build the word *eat* on the easel, a word I had chosen from the class word wall.

"What's this word?"

Students responded confidently, "Eat!"

"Correct! I see vowels that go together." I separated the *t* to highlight the vowel pair, then I put the parts back together. "Now I'm going to add on to make this word longer." I added the inflectional ending *-ing* to the end of the word. "What's our new word?"

"Eating!" the children read in unison.

"Yes! This first part is *eat* and this last part is *ing*." I dramatically dragged the *eat* part to the left and then I pushed both parts back together while saying the word *eating*. "Let's try another one," I said.

I built another familiar word, this time using *jump* to make *jumping*. The class read it aloud, and I asked, "What are the parts? Can someone come up and show us?" I called on one child to separate the word *jump* from the *-ing* ending.

Encourage flexible word solving, prompting children to consider multiple ways to break a word into parts.

"Yes, that's one way to break the word into parts you see and know. Does anyone have a different way to break it? What are other parts you see and know?" I asked a few more children to come up and break the word in a variety of ways (e.g., *j/ump/ing*, *j/umping*, *j/um/ping*).



FIG. 8-1 Using magnetic letters to demonstrate different ways of breaking words part by part

Earlier in the year, your students learned to look at the beginning, middle, and end of a word (play-s) to read it accurately. Now that your readers are encountering more multisyllabic words, this job gets bigger. They will need to break words into more parts, and figure out how to read each of those parts (fan-tas-tic). To highlight this new work, you'll change the name of the strategy to say, "Read it part by part."

You'll want to use a known word so that the students can focus their attention on the concept you are trying to teach. Don't worry if this work seems too easy. Practicing with simple words will help students truly understand the concept and will make it more likely that they will be able to transfer the skill in their own reading.

Proficient readers problem solve words by working left to right across a word, breaking it part by part, not letter by letter. They also show a remarkable ability to be flexible in the way they do this. With this sequence of activities, you are teaching children not only to break words into parts, but also to be flexible in solving unknown words, encouraging students to consider multiple ways to break a word.

“Now, break this word into parts.” This time, I built the familiar word *green*. Hands shot up to read the word. Then we worked, once again, to break the word into parts (e.g., /gr/een/, /gr/ee/n/).

“Let’s see if you can tackle a bigger challenge. Ready?” The class agreed enthusiastically. I used the magnetic letters to construct the word *wonderful*—an unfamiliar word with parts that the children would know. “What parts do you see? Whisper to your partner.”

I called a few students up to break the word into known parts, such as /won/der/ful/. “Let me read this word part by part. I can read the first part, /won/. Then the next part /der/. And the last part, /ful/. *Wonderful!*” I said, putting it all together.

Prompt students to write their own words for partners to read by using all the parts of the word.

“Right now, you try it. Look through one of your books for a word you can read. Write it down on your dry erase board. Then, see if your partner can figure out your word. Remind your partner to read across the word, part by part. You can use your finger to cover up some of the word to help you read each part.” I moved around the meeting area to coach partners to consider different ways to break the words into parts, transferring their knowledge of word parts to increasingly more challenging words.

LINK

Encourage and support transfer by building children’s confidence in their ability to use this strategy.

“Wow, readers! You know so many ways to solve hard words in your books. And now, thanks to all this practice with breaking words into parts, you are extra ready to use this tool with any bigger, harder words that get in your way. Remember, those words aren’t so hard if you just read them part by part. You can use your finger to help read the first part, then the next part, and then the last part. Next, put it all together and keep on reading! You can try this strategy, along with all the other ones you know, any time you have to figure out a tricky word.”

Ensure that you model different ways to break words into parts. In this minilesson, we’ve started with simple words that have inflectional endings (eating, jumping). These are generally the easiest types of words to break. We have also given students the opportunity to break a word into an onset and rime (green), as well as to work out the more challenging multisyllabic word, wonderful.

Add the new strategy to the chart, replacing the Post-it, "Look at all the parts of the word."

ANCHOR CHART

Tools for Solving and Checking Hard Words

Try Something!	Check It!
<ul style="list-style-type: none"> • Think about what's happening. • Check the picture! 	Does that make sense?
<ul style="list-style-type: none"> • Think what kind of word would fit. • Get a running start. 	Does that sound right?
<ul style="list-style-type: none"> • Try it 2 ways. • Read it part by part. • Do a s-l-o-w check. • Crash the parts together. 	Does that look right?

Read it part by part.

fan tas tic

Tools for Solving and Checking Hard Words

Try Something!	Check It!	
Think about what's happening. 	Check the picture. 	Does that make SENSE?
Think what kind of word would fit. 	Get a running start. 	Does that SOUND right?
Try it 2 ways. 	Read it part by part. 	Does that LOOK right?
Do a s-l-o-w check. 	Crash the parts together. 	

Good thing our "Caution: Readers at Readers at Work!" sign is up, because I can tell you're ready to get some big work done right now!"



FIG. 8-2 Students transition to their independent reading.



CONFERRING AND SMALL-GROUP WORK

Supporting Independence in Word Solving

Meet with guided reading groups, lightening supports to give the readers more opportunities to solve challenges.

You will continue to divide your time between conferring and small-group work today, but you'll want to angle both toward a focus on supporting students to become more independent word solvers.

As you meet with the same guided reading groups for a third day, you will want to start to reduce scaffolds, simplifying your book introduction for today's new text, and leaving more challenges for the reader to tackle on her own. For example you might say, "This book is about a boy and his family going to the beach to fly a kite. Let's read and find out what happens at the beach." Then focus your attention on supporting children to problem solve as they read. You'll want this first reading to be successful, so consider carefully whether your students are ready for more independence with text at this level.

Work on taking words apart before, when reading a text.

In both your small-group work and conferring you will want to make a decision about when to help students practice taking words apart. Proficient readers tend to decode words in larger parts, as opposed to letter by letter, and they can do it "on the run," without a lot of interruption to their reading. It's an important skill, so you'll want to take the time to help readers do this in the context of their books.

One possibility is before students read a text. Select a few multisyllabic words from a book and have children build these with magnetic letters. Then ask students to try reading the words by breaking them apart. Encourage these readers to try more than one way. You might coach them to recognize familiar spelling patterns, or break words into chunks that are easier to read, but don't jump in too quickly. If one way doesn't work, remind children to try it another way. They will need to have practice trying a word multiple times to persist at solving words in their own books. Make this practice

MID-WORKSHOP TEACHING

Readers Break Words in More Than One Way

"Readers," I said, standing beside our "Be the Boss of Your Reading!" chart and pointing to the first strategy. "Thumbs up if you stopped as soon as you noticed something was wrong and tried *something*?" The room filled with thumbs held up proudly in the air. "Double thumbs up if you tried to break a word, part by part, today." Many children indicated they had.

"Do you want to learn how to use this tool even better? Sometimes readers try to break up a word, part by part, but they still can't figure it out. When this happens, they don't give up!" I pointed to the next bullet on the chart. "You all know that a reader should try something and then something *else*. So here's the tip. If breaking up a word one way doesn't work, you don't have to try a whole different tool just yet. First, try to break it another way! Words can be broken in *lots* of different ways."

I quickly wrote the word *splatter* on the board in large letters and underlined parts of the word to illustrate how I might break it up. "I could break it like this" (spl att er). I erased the lines and redrew them. "Or like this" (sp latter). "Or like this!" (splatt er). "Splatt-er, splatter!" I said, demonstrating how to put the word together.

"But wait! There's one more step! Remember, when you think you've got it right, you have to . . ."

"Check it!" the class shouted enthusiastically.

"Okay readers, you've got this! Back to work!"

TRANSITION TO PARTNER TIME

Remind Partners to Use What They Know

"Readers," I said pointing to our partner chart, "You all know that one of the jobs you can do with your partners is to give them reminders. Here's another way to do that! You can remind your partners of everything they have learned about words and word parts. For example, one of our word study groups was learning about the word part, /ake/, and words like *make*. I bet if one of them got stuck on a word with that pattern, his partner could say, 'Hey! You know that part! You learned it in word study!'

"Readers, before we start our partner reading, could you turn to your partner right now and remind him or her of some of the word parts you know from word study?" I listened in as partners suggested word patterns such as /ight/ in *light* and vowel combinations such as /oa/ in *boat*.

"You know a *lot* about word parts! It's time to get going on reading your books together. Remember to help each other figure out tricky words, thinking about different ways to break up a word, and reminding your partners to use everything they know about how words work!"

short, as you are borrowing from the time children have to read continuous text. Then have children read the book you selected independently and watch to see how they tackle challenges. You could also have your readers select a few words to study after reading a text.

Alternatively, you could show kids how to take words apart while reading. When a child encounters a difficult word, you might say, "Use your finger to break it up. Read the first part. Look for something to help you. Now read the next part." To provide even more support you could have the reader quickly write the word on a Post-it or white board. Sometimes just this act of writing the word can help a reader to see and read the parts. Make sure the student then goes back to reread that section, putting the word back into context.

You'll want to keep in mind that readers should always be thinking about meaning as they work to decode words. Chances are that after reading the first part of the word, they will be able to predict the word by then thinking about what makes sense. Celebrate this efficiency—it's exactly what you want to see your readers doing! You may want to prompt the reader to "Check it!" quickly, making sure the last letters also match, and then get on with reading. Don't stop the reader for a long conversation to discuss the strategy. Instead, give the child more opportunities to practice this work.

"Let's listen to the first clap." I clapped my hands as I said the first part of the word. "Work. Let's write that. Say it slowly to help you!" I asked one child to record the letters on the chart paper, guiding her to use the part /or/ to record the sound in the middle of the word. I prompted the rest of the class to record the letters by tracing them on the rug, and again in the air. "Now let's do it with the next clap. Say the word and clap the beats again. What's the last part of the word?"

"Ing!" the class called back.

"Everyone, write the letters that make that ending. Sofia, come up and add them to spell *working* on the chart."

I reread from the beginning of the sentence. "We are working hard. That's the next word. Let's clap it." We said *hard*, clapping once. "Only one clap. That doesn't help us break it up. Let's say it slowly and think about the parts we hear."

The children said the word, stretching out each part. "I heard you break it into parts like this: /h/ /ar/ /d/. Let's write the first part," I said, recording the first letter. "What letters make up the next part, /ar/? Use what you know from your word work! Now write the last part."

I continued on, writing the short words myself and leading children through the process of breaking up longer words into parts and then writing each part. Once we had written the note, we reread it, using everything we know about word parts to check the spelling.



FIG. 8-4 As children have learned letter patterns in word study, they've sketched and added their own anchor words to match these patterns. You might use a resource like this one during interactive writing to help children transfer isolated word study to their reading and writing.



Session 2

Readers Use the Storyline to Predict

IN THIS SESSION, you'll teach readers to use what is happening in the story to predict what will come next.

MINILESSON

CONNECTION

Tell a story, inviting children to fill in predictable details.

"I was at my nephew's birthday party this weekend. When I arrived, I saw a table stacked with presents. All the kids were playing party games, and after that everyone had pizza. Then we gathered and sang 'Happy Birthday,' and they brought out the cake. And then Roscoe closed his eyes, made a wish, and . . ." I paused, inviting the students to fill in the next part.

"Blew out the candles!" the class filled in.

"Yes! That's right. He blew out the candles. And then . . ."

"And then you all ate birthday cake!" the kids said.

I nodded. "And before the party was over, Roscoe sat down beside that table stacked with presents and . . ." Again, I left a bit of silence to nudge kids to anticipate the next part of the story.

"Opened them up!" a few children predicted.

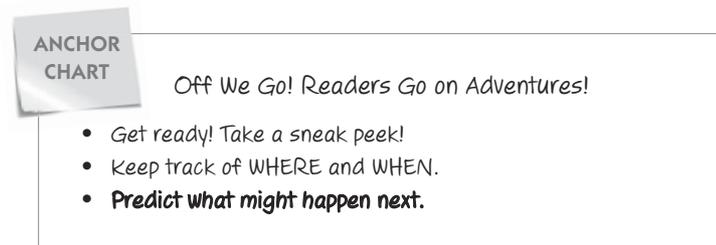
"Whoa! Were you at the party, too?" I questioned. The children giggled and shook their heads. "You're doing something right now that readers do all the time when they read stories. They pay attention to everything that's happened to figure out what's to come."

GETTING READY

- ✓ Display your "Off We Go! Readers Go on Adventures!" chart in an accessible place, and have the new strategy Post-it note—"Predict what might happen next"—ready to add (see Connection).
- ✓ Assemble a collection of three or four books from your classroom library. These can be familiar books or books that are new to most of your students (see Teaching).
- ✓ Set children up to bring a book from their book baggies with them to the meeting area (see Active Engagement).
- ✓ Choose two additional books from your classroom library. From one book, select a part where something bad is about to happen. From the other, select a part where something good is about to happen. We use *The Ghost-Eye Tree* by Bill Martin Jr. and *Off We Go!* by Jane Yolen (see Share).
- ✓ Have the "Partners Share Their Reading Adventures!" chart handy and the strategy Post-it Note—"Think ahead! What might happen next?"—ready to add (see Transition to Partner Time).

❁ **Name the teaching point.**

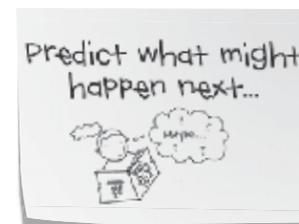
"Today I want to teach you that when you read stories, you're not just tagging along behind the character. You're also looking ahead and imagining what's next. You think about what's already happened to predict what might happen next." I added this strategy to our anchor chart:



ANCHOR CHART

Off We Go! Readers Go on Adventures!

- *Get ready! Take a sneak peek!*
- *Keep track of WHERE and WHEN.*
- **Predict what might happen next.**



TEACHING

Rally kids to predict what might happen in a variety of storybooks.

"Let's try it together in these books I've pulled from our library." I placed a stack of books on my lap. I held up *Curious George*, by H.A. Rey.

"Here's Curious George. In this part, he sees the yellow hat on the ground. What might happen next?"

The kids called out a bunch of ideas. "He's going to take it!" "He's going to put it on his head." "The man is going to come and find George with his hat."

I nodded. "Let's try this with another book." I held up another title, *Henry and Mudge*, by Cynthia Rylant. I opened up to the beginning. "Oh, Henry is feeling very lonely. He has no brothers or sisters or friends. What do you think will happen?"

"He's going to get Mudge!" children replied.

"Let's try once more." I held up *Little Bear*, by Else Holmelund Minarik. "In this story Little Bear is worried because there's no birthday cake for his friends. But here, he sees a big pot with hot water in it. What do you think he'll do next? Turn and talk."

"He's going to cook something," one child suggested.

Okay, so this won't truly be prediction for everyone because some of the children are bound to know these books. But that only means that you're scaffolding them as they gain more experience with predicting, in hopes that they'll be able to do it with independence soon. That is the point of guided practice.

"Yeah, maybe he's going to make soup," another added.

"Maybe he's going to bake a cake," I heard another say.

I called the children back. "I hear so many different ideas about what might come next. You're doing the kind of thinking that good readers do. You're not just thinking about what's happening on this page. You're also looking ahead to imagine what might come."

ACTIVE ENGAGEMENT

Prompt students to read (and perhaps reread) to make predictions about their own books.

"Now it's your turn to try this with your own books. Take out the book you brought with you, and start reading. You might go back a few pages to reread before you read on."

I waited for children to pull out their books and settle into reading. A minute or two later, I prompted the class to stop and predict. "Okay, right now, think about what's happened so far to help you imagine what's to come. When you have an idea about what might happen next, put a thumb on your knee." I gave the children a moment to think, before prompting partners to share. "Read on and see if you were right or if you get to be surprised," I said, letting them read for a little while longer. "Tell each other what happened," I prompted. After a moment, I called the children back together.

LINK

Remind readers that paying attention to what is happening in the story helps them predict as they read.

"Readers, all year long you have learned to use your tools to solve the words. But readers don't only use letters and sounds and snap words and patterns to read. Readers also use the story itself to help them read what comes next. The story gets you thinking, it gets you worrying, it gets you hoping, and all of that gets wound up together in the fact that as you read, the story itself gets you predicting."

Children are sometimes hesitant to make a prediction, worrying they may make an inaccurate guess. Encourage risk taking. You may nudge readers by making your own prediction first. Then, prompting, ask, "What do you think?"

In some cases, children will be "predicting" in a story they know well. Don't feel pressured to correct this. After all, these readers are still doing the important work of holding onto and retelling key details in order to name back what happens next.



CONFERRING AND SMALL-GROUP WORK

Accumulating Key Details

Focus on key details to support the big work of the unit.

Today, like yesterday, you'll move quickly among your students, rallying them into the new work of the unit. Since this first bend focuses on setting and plot, you'll likely be checking in with many students to ensure that they are identifying the key parts of their stories. Can they name *who* the story is about? Are they able to identify the setting—*where* and *when* the story is taking place? Do they know *what* the characters are doing? Accumulating these key details of the story will allow readers to make sound predictions about how the story will unfold and will also support their overall understanding of the entire text. Tomorrow's minilesson will focus on retelling, and today's work lays a foundation for that.

Support students in visualizing the setting.

As students move into longer and more challenging texts, it becomes increasingly more important for them to make mind movies so they can envision what is happening in the story. Right now, most books that students are reading will provide support through the illustrations. It won't be long, however, before many readers will be reading books with more text and fewer pictures. Then they will need to make the pictures in their mind movies change frequently. You'll likely find that many students need extra support in this area. Yesterday's mid-workshop teaching and share provided strategies for tracking the setting. As you support individuals and small groups today, you might choose to revisit these strategies and coach students on using them in their independent texts.

You might start an individual conference with a reminder that "readers track the setting so they can make mind movies that show what's really going on in the story." And then you might say, "One way that readers do this is by noticing when the places and times in the pictures change. For example, remember how, in *Iris and Walter Take a Field Trip*, we noticed that the first scene took place in the classroom during the school day? But then we noticed that the scene changed to Iris' house at dinnertime. We used

the clues in the pictures, and we asked ourselves, 'Where is this part happening?' and 'When is it happening?'"

After giving this explanation and example, you'll want to coach the student into trying this work in her own book. "Let's give this a try in one of your books. Open your book to the first scene. Remember to ask yourself, 'Where is this part happening?' and 'When is it happening?' Look for clues in the pictures." As you wrap up the conference, remind the student that making that movie in her mind is something she will want to do in all of her books and that when she does, it will make those books easier to understand. You might want to leave her with a Post-it note reminder on which you've written the prompts "Where is this part happening? When is this part happening?"

MID-WORKSHOP TEACHING

Enjoying the Fun of Being Surprised

I stopped the class midway through the workshop. "So, how's it going? Is the story turning out the way you expected? I *hope* some of you had the fun of being surprised. That's what's happened to Riley. He was sure that Frog would find the button in the woods, but guess what! It was Toad who found it, and he found it right there on the floor of his house. Oh my goodness!

"It's great when you're reading and you make a prediction, and then you read on and say, 'Yup, I was right.' But sometimes the *most* fun thing of all is when you make a prediction and then—Holy moly—the story surprises you. Be on the lookout for those surprises as you read!"

TRANSITION TO PARTNER TIME **Predicting with Partners**

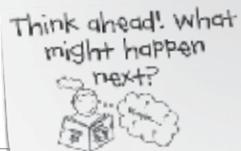
"You've been doing this work alone, but it's even better to practice with a friend. Right now, take out a brand-new book and read it with your partner. But remember, don't just tag along behind the character. Be sure also to think ahead. Together, stop and predict what might happen next! You may even have different ideas of what might come. Then, read and find out. The story might surprise you! Get started!"

I added the strategy to our new partner chart.

ANCHOR
CHART

*Partners Share Their
Reading Adventures!*

- *Retell what happened.*
- **Think ahead! What might happen next?**



You might have some students in your class who are already reading longer chapter books with few pictures to help them envision the setting. These readers will need strategies, too. You'll want to coach them to notice when the time and place changes, but they'll need to do this work without the visual support of the pictures. You might read aloud an excerpt from a longer text and demonstrate how you first notice when the characters are in a new place and how this causes you to stop and ask yourself, "Where is this part happening?" Once you have identified where the scene is taking place, you'll also want to demonstrate how you make a mind movie of that scene. You might say, "This scene is taking place on a playground. I have been to a playground before, so I can make a movie in my mind by using what I know about playgrounds to add to the details that are already in my mind. I know that playgrounds have swings and sliding boards and places to play soccer and lots of children running around, so I can add those details to my movie." Then coach the students to try this work in their own books.

You'll also want to give these students tips for keeping track of time changes. You might use your demonstration text or another familiar book to show transitional phrases that signal the passage of time. You could point out phrases such as "at night," "during the afternoon," "after lunch," or "the next day." Then make your thinking visible. You might say, for example, "I notice that the story says 'in the morning.' That helps me realize that the time has changed. It's a new day. Readers always keep track of when the time is changing to help them keep that movie in their mind going." Using the pattern, "I notice that the story says . . . and that helps me realize . . ." will help students transfer this thinking to their own reading work.



SHARE

Books Give Readers a Feeling about What Might Happen Next

Explain that, just like the music that movies use to help you anticipate what's to come, books give you a feeling to help you predict what might come next.

"Have you ever been to a movie in which the music tells you how the next scene is going to turn out? Like in a scary part, there might deep, slow, creepy music that gives you goose bumps and makes you want to cover your eyes! Or other times, there could be happy, cheerful music, almost like a parade is coming, and you know something good is about to happen. The thing is, you sort of know, in some movies, how things will turn out because the music gives you clues; the music lets you know.

"I'm telling you this because *books have music too*. I don't mean that books have *real* songs in them, but books *do* give readers a feeling, clues that something bad—or something good—is about to happen.

"Let me read you a few books, and will you listen closely and see if you can hear the story music? If the music gives you a hint that something good is coming, give me a thumbs up. If the story music gives you shivers and makes you think that something bad will happen, give me a thumbs down." I read aloud a few lines from *The Ghost-Eye Tree*, by Bill Martin, Jr. Children signaled that they felt something bad would happen. "I agree, I'm getting goose bumps. I can almost hear that deep, slow music playing. Let's try it in another book. Listen for the clues."

I turned to another book and read a few lines from *Off We Go!*, by Jane Yolen, a much more rhythmic, upbeat text. I prompted the children to listen in again and signal what feeling they had about what might come next. The students signaled that they anticipated something good was about to happen.

"So, readers, listen to the music in your books when you read. Not real music, that is, but the clues authors leave that give you different feelings. Then, you can use those clues to predict what might happen next."



FIG 2-1 Students can jot symbols on Post-its to signal the tone of a scene or story.

PROFESSIONAL Development

Implementation and Professional Development Options

The *Units of Study* books are a curriculum—and more. Lucy Calkins has embedded professional development into the curriculum, teaching teachers the “why” and “how” of effective reading instruction. Through regular coaching tips and detailed descriptions of teaching moves, essential aspects of reading instruction are underscored and explained at every turn. The professional development embedded in this series can be further enhanced through the following opportunities.

IN YOUR SCHOOL OR DISTRICT

Units of Study Days

Through a one-day intensive session, teachers can get started unpacking the series’ components, grasping the big picture of effective workshop teaching, and gaining an understanding of how to integrate assessment into the curriculum.

Contact Judith Chin, Coordinator of Strategic Development
judith.chin@readingandwritingproject.org
Phone: 212-678-3104

Multi-Day Institute for 40–300 educators

Invite a Reading and Writing Project Staff Developer to work in your school or district, helping a cohort of educators to teach reading and/or writing well. Host a “Homegrown Institute” for writing instruction, reading instruction, or content literacy. Tailored to your district’s needs, the instruction and materials are specialized for K–2, 3–5 or 6–8 sections.

Contact Kathy Neville, Executive Administrator
kathy@readingandwritingproject.org
Phone: 917-484-1482

Leadership Support

Topics include planning for large-scale implementation, establishing assessments across the school or district, learning from walk-throughs, designing in-house staff development, and instituting cross-grade alignment.

ONLINE FROM TCRWP

Classroom Videos

Dozens of live-from-the classroom videos let you eavesdrop on Lucy and her colleagues’ instruction in literacy workshop classrooms. These clips model the minilessons, conferences, and shares you will engage in as you teach the units of study.

View these videos at:
readingandwritingproject.org/resources/units-of-study

Resources

The Project posts important and useful resources throughout the year, including examples of student work.

Visit readingandwritingproject.org/resources

Twitter Chats

On Wednesdays from 7:30–8:30 P.M. EST join TCRWP and our colleagues for live chat sessions on topics supporting literacy instruction. Follow them at @TCRWP or search #TCRWP.

[Twitter.com/tcrwp](https://twitter.com/tcrwp)

Distance Learning Teacher-Leader Groups in Reading and Writing

TCRWP’s online Teacher-Leader Groups bring together potential teacher-leaders from schools across the nation. Led by Senior Staff Developers, each grade-specific group convenes for five two-hour sessions at crucial times throughout the year. These sessions enable teacher-leaders to think across the units of study and to explore methods of facilitating student transfer of skills from one unit to the next.

Visit readingandwritingproject.org for full support.

AT TEACHERS COLLEGE

Multi-Day Institutes at Teachers College

Teachers College offers eight institutes each year. Each of these is led by teacher-educators from the project, with other world-renowned experts joining as well. Institutes include keynotes, small- and large-group sections, and sometimes work in exemplar schools.

- Summer Institutes on the Teaching of Reading and Writing
- Literacy Coaching Institutes on the Teaching of Reading and Writing
- Content Area Institute
- Argumentation Institute

For registration and application information go to:
readingandwritingproject.org/services/institutes

ACROSS THE COUNTRY

Each year, the Reading and Writing Project and Heinemann offer several one-day workshops for teachers and administrators. These off-site seminars are held in selected locations across the country and focus on units of study for teaching reading and writing. The workshops are delivered by TCRWP leaders and are open enrollment events.

For dates, locations, and registration information go to:
readingandwritingproject.org/services/one-day-events/conferences
and heinemann.com/PD/workshops

Teachers College Reading and Writing Project

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NEW from Lucy Calkins

UNITS OF STUDY *for* Teaching Reading

A WORKSHOP CURRICULUM ◆ Grade-by-Grade, K-5

Lucy Calkins *with Colleagues from the Teachers College Reading and Writing Project*



GRADE 2 SHOWN

“This series builds on decades of teaching and research—in literally tens of thousands of schools. In states across the country, this curriculum has already given young people extraordinary power, not only as readers, but also as thinkers. When young people are explicitly taught the skills and strategies of proficient reading and are invited to live as richly literate people do, carrying books everywhere, bringing reading into every nook and corner of their lives, the results are dramatic.” —LUCY CALKINS

Following on the success of the *Units of Study in Opinion, Information, and Narrative Writing, K-5*, the new grade-by-grade *Units of Study for Teaching Reading, K-5*:

- ▶ provide state-of-the-art tools and methods to help students move up the ladder of text complexity
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ABOUT THE AUTHORS



Lucy Calkins is the Founding Director of the Teachers College Reading and Writing Project, a New York City-based organization that has influenced literacy instruction around the globe. In that role, Lucy's greatest accomplishment has been to develop a learning community of teacher educators whose brilliance and dedication shines through in the Units of Study books, which are quickly becoming an essential part of classroom life in tens of thousands of schools around the world. The power of the Units of Study and TCRWP can be felt, too, in the schools that bear their distinctive mark: a combination of joy and rigor in the classrooms, and entire school communities—teachers, principals, parents, kids—who wear a love of reading and writing on their sleeves.

Lucy is the Robinson Professor of Children's Literature at Teachers College, Columbia University where she co-directs the Literacy Specialist Program—a masters and doctoral program that brings brilliant teachers and coaches to TCRWP schools everywhere and to the Project itself. She is the author or coauthor of several score of books, including *Pathways to the Common Core: Accelerating Achievement* (Heinemann 2012), which was on the New York Times education bestseller list, and a sister series, *Units of Study in Opinion/Argument, Information, and Narrative Writing, Grades K–8* (Heinemann 2013–14).



Lindsay Barton is a staff developer at TCRWP. She works with primary teachers in New York City and across the country, sharing her passion for the power of observation and all that it teaches us about young readers. Yes, it's true—she loves running records and is on a mission to get others to feel the same. Lindsay began her career in education at the Eliot-Pearson Department of Child and Human Studies at

Tufts University, where she taught young children at the department lab school for several years. She worked as a bilingual kindergarten teacher in Costa Rica, and before joining the Project, she was a teacher of a mixed-age first and second grade classroom in Cambridge, Massachusetts. She has presented at literacy conferences, taught at summer institutes around the nation, and is currently completing a second graduate degree in the Literacy Specialist Program at Teachers College.



Elizabeth Dunford Franco is a staff developer, researcher, and writer-in-residence at TCRWP. Her passion is for finding ways to make reading and writing both playful and rigorous. Liz is thrilled to join Lucy Calkins once again, as an author or coauthor, as well as illustrator, of four books in this series—*Super Powers* (Kindergarten); and *Building Good Reading Habits, Readers Have Big Jobs to Do*, and *Meeting Characters and Learning Lessons* (Grade 1). She is also a coauthor of three books in the Writing Units of Study series. Before joining the Project, Liz received her undergraduate and graduate degrees from New York University's Steinhardt School of Culture, Education, and Human Development and Columbia University's Teachers College, respectively. She then went on to teach at PS 58, one of the Project's mentor schools.

Liz is known especially for her state-of-the-art work making tools that support youngsters to work with more independence. She supports lead teachers in their own professional development work, teaches advanced sections at the TCRWP summer institutes, and helps teachers and principals throughout the New York metropolitan area, nationally, and internationally.



Amanda Hartman, Deputy Director for Primary Literacy at TCRWP, heads up the Project's K–2 reading, writing, and coaching institutes, and presents at conferences around the world. Amanda is the author or coauthor of four books in this series—*Super Powers* (Kindergarten), *Learning About the World* (Grade 1), and *Becoming Experts* and *Series Book Clubs* (Grade 2); as well as two books in the Writing Units of Study series—*Launching the Writing Workshop* (Kindergarten) and *Lessons from the Masters* (Grade 2). She has also authored the video, *Up Close: Teaching English Language Learners in Writing Workshops* (Heinemann 2009), and is the coauthor of *One-to-One: The Art of Conferring with Young Writers* (Heinemann 2005).



Havilah Jespersen first fell in love with teaching reading as a Reading Recovery teacher, where she developed a passion for working with struggling readers and became an advocate for great literacy instruction in every classroom. She went on to earn her MA in the Literacy Specialist Program at Teachers College, and while studying in New York, interned as a staff developer with the TCRWP.

Havilah has extensive experience as a classroom teacher, having taught grades 1–6 in Canada and at international schools in China. She currently works as a literacy coach supporting PreK through Grade 6 teachers in Edmonton, Alberta, Canada.



Elizabeth Moore has worked for more than a decade as a staff developer at TCRWP, drawing on her experience teaching first and fifth grades. Beth is passionate about fostering a love of reading and writing in young children. In her time at the Project, Beth has played a leadership role in developing the TCRWP's assessments for reading, as well as leading literacy-coach groups, specialty courses, leadership groups, conference days, and advanced institute sections. Beth has traveled the country, supporting students, teachers, coaches, and administrators in all aspects of literacy instruction. She holds an EdM in Curriculum and Teaching from Teachers College. Beth is the coauthor of *How-To Books* (Kindergarten) in the Writing Units of Study series. She also coauthors the popular blog *Two Writing Teachers*, sharing tips about teaching and providing a space for teachers to practice their own writing.

For more than thirty years the **Teachers College Reading and Writing Project** (readingandwritingproject.org) has been both a provider of professional development to hundreds of thousands of educators and a think tank, developing state-of-the-art teaching methods and working closely with policy makers, school principals, and teachers to initiate and support school-wide and system-wide reform in the teaching of reading and writing.

