1st Grade ELA-Reading Curriculum

Course Description:
In this course, we will establish partnerships that tap into the social power of peers working together to help each other become more strategic readers. We will tap into children’s natural curiosity as they explore nonfiction, teach comprehension strategies, word solving, vocabulary, fluency, and author’s craft. We focus on the reading process to set children up to read increasingly complex texts, while working on story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation.

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### Unit 1: Readers Build Good Habits

**Subject:** Reading  
**Grade:** 1  
**Name of Unit:** Readers Build Good Habits  
**Length of Unit:** Approximately 5 weeks, August-September

**Overview of Unit:** This unit will prepare students for Reader’s Workshop by teaching behaviors and strategies they will need to read independently, as part as a class, and with a partner. They will learn to set goals and build stamina.  
**In Topic 1 (Bend One)** of the unit students will review reading strategies/behaviors learned in Kindergarten and learn to set goals to increase stamina and volume of books read.  
**In Topic 2 (Bend Two)** of the unit students will learn how to visualize, predict, and monitor for understanding.  
**In Topic 3 (Bend Three)** of the unit partners will work in partnerships to have productive, meaningful conversations across books.

**Getting Ready for the Unit:**  
- Read Lucy Calkins 2014-15 Units of Study- Unit 1 Readers Build Book Habits [https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/302571/View](https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/302571/View)  
- Reference *The Daily 5* by Gail Boushey and Joan Moser  
- Reference *Comprehension Connections* by Tanny McGregor  
- Plan to make charts that will support workshop routines, reinforce reading strategies, and how to have successful partnerships.  
- Observe reading behaviors and begin to partner students for Topic (Bend) 3.
- Prepare book boxes for students with lots of popular picture books as well as easy readers.
- Organize your class library for students to begin book shopping.

Pre-Assessment (given prior to starting the unit):
- Refer to Kindergarten assessment data.
- Begin running records

Read aloud considerations:
- While reading mentor texts, picture books, model using illustrations and details in a story to describe its characters, setting, and events. (RL.1.7)
- This will support the students as they learn strategies to retell stories with details.
- RL.1.1 is a supporting standard for this unit. During interactive read alouds guide the students to ask and answer questions about the story.
- During read aloud have the students respond to questions appropriately, using complete sentences (SL.1.6).
- During the last few weeks of this unit, focus on retelling stories and identifying the central message/theme of the story (RL.1.2).

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

Essential Questions:
1. How can I be the kind of reader who reads and rereads for the whole time during reading, getting ready to talk to my partner?
2. How do I make sure that I am picturing and understanding what I am reading?
3. How do I use illustrations to retell key details during/after reading?
4. How can my partner and I talk about our books in ways that let us share them and think about them?

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

Priority Standards for unit:
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1
topics and texts with peers and adults in small and larger groups.

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

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<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
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<th>Bloom’s Taxonomy Levels</th>
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<tr>
<td>RL.1.7</td>
<td>Describe a story’s characters, setting, or events using illustrations and details</td>
<td>describe</td>
<td>understand</td>
<td>2</td>
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<tr>
<td>SL.1.1</td>
<td>Participate in collaborative conversations</td>
<td>participate</td>
<td>understand</td>
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**Unit Vocabulary:**

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td>retell</td>
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<tr>
<td>reread</td>
<td>fluency</td>
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<td>illustration</td>
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<td>visualize</td>
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<td></td>
<td>characters</td>
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<td>setting</td>
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**Engaging Experience 1**

**Teaching Point:** Readers have important jobs when reading during Reader’s Workshop.

**Suggested Length of Time:** 3-5 mini-lessons

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

**Detailed Description/Instructions:**
- **One way to do this** is to explicitly show and practice reader’s workshop routines and procedures. (i.e. coming to the carpet, getting book boxes, mini-lesson, share time, etc)
- **Another way to do this** is to model book check out from the classroom library (i.e. library cards, how books are organized, and choosing leveled “briefcase” books vs. “dessert” books)
- **Another way to do this** is to model accessing and using reader’s workshop tools (i.e. sticky notes, pointers, bookmarks, etc.)

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Engaging Experience 2**

**Teaching Point:** Readers have book boxes and find the perfect spot to read.

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

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

**Detailed Description/Instructions:**
- **One way to do this** is to show the students where they can go to read during reader’s workshop. Talk about cozy reading spots around the room (i.e. beanbag, pillow, carpet, floor, desk, table, etc.) Have a student model moving to and from their reading spot with their book box. Refer to “A Perfect Reading Spot” lesson. The lesson can be found in The Reading Strategies Book or click the link below to access the lesson on BrightSpace https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/979899/View
Another way to do this is to introduce book boxes to the students and distinguish between “good fit” books and “dessert” books. Show the students how to choose “good fit” books on their reading level. Also, model choosing high-interest books for “dessert books” or familiar class read alouds.

Bloom’s Levels: Apply
Webb’s DOK: 1
Engaging Experience 3
Teaching Point: Readers can read a book 3 different ways.
Suggested Length of Time: 1 minilesson
Standards Addressed
  Priority: RL.1.7
  Supporting: N/A
Detailed Description/Instructions:
  One way to do this is by creating a “Three Ways to Read” anchor chart from The Daily 5: Fostering Literacy Independence in the Elementary Grades by Gail Boushey and Joan Moser on pg 47.
  1) Read and talk about the Pictures
  2) Read the words.
  3) Retelling familiar/previously read books
  Another way to do this is to model the three ways that readers can read a book with a familiar book that have already read to the class. Once students have observed the three ways to read a book have them practice these skills while reading independently from their book boxes.

Bloom’s Levels: apply
Webb’s DOK: 1

Engaging Experience 4
Teaching Point: Readers set goals for themselves to read long and strong and this can help them strengthen their reading muscle (class reading goal/stamina).
Suggested Length of Time: 1-2 mini-lesson
Standards Addressed
  Priority: N/A
  Supporting: N/A
Detailed Description/Instructions:

- **One way to do this** is to show the students how they can set a goal for reading. Maybe their goal will be to read 3 books today during reader’s workshop.

- **Another way to do this is to** explain to the students how their reading stamina will increase every day and they will eventually be able to read more books for a longer amount of time. This would be a great time to graph your class’ reading stamina (minutes read). See the stamina smart board lesson on BrightSpace ([https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/979901/View](https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/979901/View))

- **Another way to do this** is to make an anchor chart, “When you are done, you have just begun.” Show the students how they can reread, think back, or talk about the book with others.

Bloom’s Levels: Apply

Webb’s DOK: 1

**Engaging Experience 5**

Teaching Point: Readers get their minds ready even before they begin to read by looking at the cover of the book.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

- **Priority:** RL.1.7
- **Supporting:** RL.1.1

Detailed Description/Instructions:

- **One way to do this** is to show the cover of a book to the class. Discuss how many things they can learn from just looking at the cover. Model how you ask questions about what is going to happen, who are the characters and/or setting.

Bloom’s Levels: Understand

Webb’s DOK: 2

**Engaging Experience 6**

Teaching Point: Readers refocus when they get distracted.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

- **Priority:** N/A
- **Supporting:** N/A
Detailed Description/Instructions:

- **One way to do this** is to act out a situation where a distraction happens during read to self. Brainstorm what we should do when this happens. Make an anchor chart on what do instead of pushing the book aside. Model each part of the anchor chart- *reread, think back, and talk with a partner when it is partner time.*

- **Another way to do this** is to make the “Re-read to get back in your book” anchor chart.
  1. STOP and NOTICE where your attention first occurred.
  2. GO BACK to the last thing you REMEMBER really understanding.
  3. RE-READ from there to get back into your book. Click the link below to access the chart on BrightSpace.
  
  https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/979979/View

Bloom’s Levels: Understand

Webb’s DOK: 2

### Engaging Experience 7

**Teaching Point:** Readers reread books to notice things they didn’t notice before.

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

**Standards Addressed**

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

**Detailed Description/Instructions:**

- **One way to do this** is to reread part of a book that you have already read to the class and point out details from the words and picture that you didn’t notice before. For example, you might point out that the boy’s face is happy on each page while his parents are upset and angry.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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### Topic 2: Readers Make Pictures in Their Minds as They Read and Revise the Pictures as They Read On

**Engaging Experience 8**

**Teaching Point:** Readers think about how the book might go and make a tiny movie in their mind.

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

Priority: RL.1.7
Supporting: RF.1.4c

Detailed Description/Instructions:

- One way to do this is to review how to do a picture walk together as a class. Then talk about how good readers always make tiny movies in their mind with their imagination to help them think about how the story might go. For example, model with a book of your choice and “think aloud” sketching or telling the students your mental images. Discuss how mental images help you make predictions about what might happen in the story.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 9

Teaching Point: Books don't go exactly the way readers think they will stop and change the movie in their mind.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: RL.1.7
Supporting: RF.1.4c

Detailed Description/Instructions:

- One way to do this is to predict what will happen in a story by sharing your mental movie before reading. To model this, put a mentor text, like Thomas’ Snowsuit, under the document camera and describe your mental movie/prediction. Next, read part of the story, stop, and describe how your mental movie has changed. For example, “I thought Thomas was going to put on his snowsuit and go outside to play with his friends but now I noticed that he will not put it on when the adult asks him.”

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 10

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

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: RL.1.7
Supporting: RF.1.4c, RL.1.1

Detailed Description/Instructions:

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

Bloom’s Levels: Apply
Webb’s DOK: 2

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**Topic 3: Sharing Books with Friends Makes Stronger Readers**

**Engaging Experience 11**

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

**Suggested Length of Time:** 2-3 mini-lesson

**Standards Addressed**

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

**Detailed Description/Instructions:**

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

Bloom’s Levels: Understand

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

Engaging Experience 13
Teaching Point: When readers talk to their partners they ask questions.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
   Priority: SL.1.1
   Supporting: SL.1.1a, SL.1.1b
Detailed Description/Instructions:
   • **One way to do this is** to read part of a book to the class and talk about what questions readers ask their partners. Create a *questioning* anchor chart with question words and question stems that partners could use to ask each other questions about the book before during and after reading. (Refer to the “Reading Buddy Questions” anchor chart on Brightspace).
Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 14
Teaching Point: Readers think about important parts of books they want to share with their partners.
Suggested Length of Time: 1-2 mini-lessons
Standards Addressed
  Priority: RL.1.7
  Supporting: SL.1.1, SL.1.1a, SL.1.1b
Detailed Description/Instructions:
  • One way to do this is to show the students how sometimes during read to self you are really excited to share something with their partner. Instead of interrupting independent reading time, readers can use sticky notes to place on that page to remind them to share with their partner. Model with a book of your choice using illustrations and details to describe characters, setting, and events.
  • Another way to do this is before partner share time to do a fishbowl to model how the person who is talking has the book and the expectations of the other student listening. (Eyes on book, listening carefully, etc.) Then switch and have the other student share with only his/her book between the partners.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 15
Teaching Point: When readers finish a book they talk with their partners about what they liked and what they didn't like about it. (Book recommendations)
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.1.7
  Supporting: SL.1.1, SL.1.1a, SL.1.1b
Detailed Description/Instructions:
  • One way to do this is to model retelling a story that you have already read to the class. Talk to the students about what you liked/disliked about the book and whether or not you would recommend this book. For Example, “I liked how Arthur was helpful to his friends in this story. I would recommend this book because it teaches you to be kind to others and that kids can make a difference.”
Bloom’s Levels: Analyze
Webb’s DOK: 3
**Engaging Scenario**

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

- Students choose a book to read.
- Have the students mark an important part of the story to share with a sticky note.
- Students meet with their partner and share the part or the story they marked using illustrations/details from the story to describe characters, setting, and/or events.
- After sharing have them tell their partner something they liked about their book.
- Finally their partner will ask a question about their book that they can answer.
- Repeat the above with the other partner’s book.
- The teacher should go around and listen to students while they share with partners.
Unit 2: Word Detectives Use All They Know to Solve Words

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

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

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

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

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

Getting Ready for the Unit:
- Read Lucy Calkins 2014-15 Units of Study- Unit 2 Word Detectives Use All They Know to Solve Words  
  https://learn.parkhill.k12.mo.us/d2l/le/content/37061/viewContent/302571/View
- Reference The CAFE Book by Gail Boushey and Joan Moser
- Students choose a variety of “good-fit” books on their independent reading level for their book boxes.

Pre-Assessment (given prior to starting the unit):
- Use data from the Fountas and Pinnell Benchmark Assessment to determine independent reading levels of students, assign reading partners, determine ability to retell stories, and guide teaching points.
- Look at data from Unit 1 Engaging Scenario to assess if students are finding key details in retelling.
- Anecdotal notes to assess the needs of your class in figuring out words while reading.
Read aloud considerations:
- Read a variety of quality picture books focusing on the following standards:
  - RL.1.2 Retell stories, including key details, and demonstrate understanding of the central message or lesson.
- During the last few weeks of Unit 2 Start reading nonfiction books to prepare for Unit 3: Readers Learn about Their World.

Shared Reading
- Use Reading A to Z as a resource to model teaching points with leveled text [https://www.readinga-z.com/](https://www.readinga-z.com/)
- Focus on the following standards while reading poems, big books, Reading A to Z:
  - RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words
  - RF.1.3f Read words with inflectional endings
  - RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
  - RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- During the last few weeks of Unit 2, begin to read nonfiction books to prepare Unit 3.

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

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

Enduring Understanding/Big Ideas:
1. I can use strategies to understand and figure out tricky words as I read.
2. I can monitor my reading to help me understand what I read.
3. I can work with my partner so we can help each other read better.
4. I can retell the story using first, next, then, after that, and finally.
Priority Standards for unit:
- RL.1.2 Retell stories, including key details, and demonstrate understanding of the central message or lesson.
- RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Supporting Standards for unit:
- RF.1.3f Read words with inflectional endings
- RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, and events.

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<td>Know grade level phonics and word analysis skills</td>
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<td>remember</td>
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<tr>
<td>RF.1.3</td>
<td>Apply grade level phonics and word analysis skills</td>
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<td>apply</td>
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<td>Read with sufficient fluency to support comprehension.</td>
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<td>apply</td>
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Unit Vocabulary:

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<td>connections</td>
<td>pictures/illustrations</td>
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<td>first, next, then, last/finally</td>
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Engaging Experience 1

Teaching Point: Even before reading a book, you can think about the topic so you can get ready to read tricky words.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Supporting: RL.1.7

Detailed Description/Instructions:

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

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 2

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

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: RL.1.2

Supporting: N/A

Detailed Description/Instructions:

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

Bloom’s Levels: Analyze
Webb’s DOK: 1

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

Suggested Length of Time: 5 mini-lessons

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

Detailed Description/Instructions:
- **One way to do this** is to introduce the strategy “chunky monkey.” Model this strategy for solving words by putting a book under the document camera and showing how to decode a word part by part. For example, you are stuck on the word chair. Show the class how you can read the word part by part, ch-air, not letter by letter, c-h-a-i-r.
- **Another way to do this** is to discuss with the students how using these reading strategies helps readers build their stamina. (Continue to reflect on class stamina chart from Unit 1).
- **Another way to do this** is to use other strategies to check the pictures and think about what has been happening in the story and then they ask what might be written here. You can review the strategy “Eagle Eye” at this time and encourage students to use the details in pictures to solve words.
- **Another way to do this** is to introduce and a new reading strategy each day like “Lips the Fish,” “Flippy Dolphin,” “Tryin Lion,” etc.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 4
Teaching Point: Readers drop bad habits and pick up good habits.

Suggested Length of Time: 1 mini-lesson

Standards Addressed
Priority: RF.1.3
Supporting: N/A
Detailed Description/Instructions:

- **One way to do this** is to model bad habits and picking up good ones. Model a bad habit readers might have (i.e. skipping unknown word or mumbling through it) using a mentor text. Then show a good habit (or strategy from the Engaging Experience 3) that you could use with the same chunk of text.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

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**Engaging Experience 5**

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

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

**Standards Addressed**

- **Priority:** RF.1.3, RF.1.4
- **Supporting:** RF.1.3f, RF.1.4c

**Detailed Description/Instructions:**

- **One way to do this** is to show a book on the document camera. Read a sentence by leaving off an ending. For example, “Mom is drive in the car.” Model “Does this make sense?” Then go back and reread. Modeling rereading after realizing you make a mistake is crucial.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Experience 6**

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

**Suggested Length of Time:** 4-5 days

**Standards Addressed**

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

Detailed Description/Instructions:

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

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

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

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

**Engaging Experience 7**

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

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

**Standards Addressed**

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

**Detailed Description/Instructions:**

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

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

Bloom’s Levels: Understand  
Webb’s DOK: 2
Engaging Experience 8
Teaching Point: Readers help their partners use good reading habits to solve tricky words in books, instead of just telling them what the word says.
Suggested Length of Time: 2 mini-lessons
Standards Addressed
  Priority: RF.1.4
  Supporting: N/A
Detailed Description/Instructions:
  ● One way to do this is to model getting stuck on a word and tell the students that if you had a partner they should help by encouraging them to use a word solving strategy like chunky monkey or eagle eye. Depending on the classroom, reading strategies may have different names.
  ● Another way to do this is to model what to do if your partner is still stuck on a word and needs help. You can ask, “Do you need more time?” or “Do you want me to show you how I figured out the tricky word?” Model how to encourage your partner to reread the sentence after you have shown them how to figure out the tricky word.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 9
Teaching Point: Reading partners work together to retell.
Suggested Length of Time: 2 mini-lessons
Standards Addressed
  Priority: RL.1.2
  Supporting: N/A
Detailed Description/Instructions:
  ● One way to do this is to review the anchor chart from experience 5, retelling stories using first, next, then, last. Then have students work with their reading partners. One student can read their book and then their partner can retell the important parts.
- Another way to do this is to have students sitting by their reading partners and read a book or part of a book aloud to the class. Then, have the students take turns retelling the story across their fingers, first, next, then, last, etc..

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

**Engaging Experience 10**  
**Teaching Point:** Readers celebrate all the good habits readers have developed, and help partners work together to set goals for the year ahead.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
- **Priority:** RF.1.3  
- **Supporting:** N/A  

**Detailed Description/Instructions:**  
- **One way to do this** is to have students identify reading goals or strategies to work on throughout the year and have the students record them in their data notebook.  

**Bloom’s Levels:** remember  
**Webb’s DOK:** 1

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**Engaging Scenario**

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

**Retelling Rubric**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little or no evidence of main events.</td>
<td>Tells some events that take place in the story or irrelevant events.</td>
<td>Uses illustrations and key details in literature to describe the main events in chronological order.</td>
<td>Identifies the theme or central message of the story in addition to level 3 retelling.</td>
</tr>
</tbody>
</table>
Unit 3: Learning About the World by Reading

Subject: Reading
Grade: 1
Name of Unit: Learning About the world by Reading
Length of Unit: 7 weeks, November - December

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

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

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

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

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

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

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

This information will allow you to set new goals to teach throughout the unit.

**Read aloud considerations:**

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

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

**Shared Reading**

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

**Essential Questions:**

1. How can I use everything I know about reading to read books that teach me information about things.
2. How can I imagine what my book will be about by looking over its features.
3. How can I use text features to study my informational books more closely to learn as much information as I can.
4. How can I get better at figuring out new and important words that relate to my informational topic.
5. How can I teach my partner the big ideas (main topic) of my book.

**Enduring Understanding/Big Ideas:**

1. I can use everything I know about reading to read books that teach me information about things.
2. I can imagine what my book will be about by looking over its features.
3. I can use text features to study my informational books more closely to learn as much information as I can.
4. I can get better at figuring out new and important words that relate to my informational topic.
5. I can teach my partner the big ideas (main topic) of my book.

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

**Supporting Standards for unit:**
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key details.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
- L.1.4a Use sentence level context as a clue to the meaning of a word or phrase.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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</thead>
<tbody>
<tr>
<td>RI.1.2</td>
<td>Identify the main topic.</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>RI.1.2</td>
<td>Retell key details.</td>
<td>Retell</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>RI.1.4</td>
<td>Ask questions to clarify meaning</td>
<td>Generate</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>RI.1.4</td>
<td>Answer questions to clarify meaning.</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>RI.1.5</td>
<td>Use text features to locate facts/information.</td>
<td>Identify</td>
<td>Analyze</td>
<td>2</td>
</tr>
</tbody>
</table>

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>informational text retell</td>
<td>text features (i.e. table of contents, index, heading, glossary, etc.)</td>
</tr>
<tr>
<td>connections</td>
<td>main topic</td>
</tr>
<tr>
<td></td>
<td>key details</td>
</tr>
<tr>
<td></td>
<td>illustrations</td>
</tr>
<tr>
<td></td>
<td>questions</td>
</tr>
</tbody>
</table>
Topic 1: Getting Started Reading Information Books

Engaging Experience 1
Teaching Point: You will unveil the informational text section of the class library during this session.

Suggested Length of Time: 1 mini-lesson

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

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

Bloom’s Levels: Remember

Webb’s DOK: 1

Engaging Experience 2
Teaching Point: Students will explore informational text and sort books by topic in this session.

Suggested Length of Time: 1 mini-lesson

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

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

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

**Engaging Experience 3**  
**Teaching Point:** When readers are reading information, they don’t just tear through the book. Instead, readers stop and think about what they've just learned by asking, “What is the author teaching me?” or “What is this part mostly about?”  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
- **Priority:** RI.1.2  
- **Supporting:** RI.1.1  
**Detailed Description/Instructions:**  
- **One way to do this** is to model with an informational text and show how you don’t read really fast but rather pause and ask questions about your reading. For example, while reading you can pause and ask, “What have I learned so far?” or “What was this part about?” Then as you read on hold this information in your mind. Point out to the students that this will both help them remember what was in the book and position them to teach others about the book.  
**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

**Engaging Experience 4**  
**Teaching Point:** Authors of informational books have ways to tell us something is important. They use text features to help readers learn more about the topic.  
**Suggested Length of Time:** 2-3 mini-lessons  
**Standards Addressed**  
- **Priority:** RI.1.5  
- **Supporting:** RI.1.6  
**Detailed Description/Instructions:**  
- **One way to do this** is to model with an informational text that uses bold words. Show the students that bold words are clues from the author that they are important for the
reader to know and understand. Then model how in some informational texts the bold words are found in the glossary as well and how the glossary also helps the reader hold on to important information.

- **Another way to do this** is read aloud an informational text and show how a zoom-in photo can help the reader understand what is important in the text. There might even be a caption along with it and model how it is important to use both of these features to help you understand what is going on in the text.

- **Another way to do this** is to model using text features to support your thinking, find new information, and understand how information is organized. Remind students not to skip over text features like captions. Explain that the text features are like little clues from the author to help readers understands and hold onto new information.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

**Engaging Experience 5**

**Teaching Point:** When readers read informational books they can use a teaching voice to sound like an expert, teaching what they’ve learned.

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

**Standards Addressed**

- **Priority:** RI.1.5
- **Supporting:** RI.1.10

**Detailed Description/Instructions:**

- **One way to do this** is to play a tiny video clip from *Unleashed*, a Discovery channel show that is narrated by the animal enthusiast Jeff Corwin. For example you could show the first minute of The Jeff Corwin Experience: Hyena- Queen of the Beasts ([https://www.youtube.com/watch?v=UScs_2OfRQU](https://www.youtube.com/watch?v=UScs_2OfRQU)). Point out how Corwin uses different voices to pop out important information. Then channel children to listen for when Corwin uses a questioning, surprised, hushed, or dramatic voice and point out his use of a dramatic pause, too.

- **Another way to do this** is to model with an informational text when you read that you are getting ready to teach, so you should think about what is most important and how you will read that information out loud. Think back to the video, and model how you can use a different voice to show important parts indicated by text features. For example, you can use a loud voice for the roar of a bear.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2
Engaging Experience 6
Teaching Point: Readers sometimes run into words that are tricky to solve, but also tricky to understand. If this happens, to you, pause and think, “Hmmm, can I make a guess?” Then, you can try to use a strategy that you know to read the word.

Suggested Length of Time: 2-3 mini-lessons

Standards Addressed
Priority: RI.1.4
Supporting: L.1.4a, L.1.4b

Detailed Description/Instructions:

- **One way to do this** is to review reading strategies from Unit 2 and show the students how they can take it a step further using strategies as a clue for meaning. For example, you can show an informational book under the document camera and point out the word “helpless.” Show the students that they know how to read “help” and “less.” Think-aloud, “Since help means to give assistance and less means without, helpless must mean without assistance. Therefore, the baby animal cannot survive by itself.” (Other ideas include: unsafe, painful, etc.)

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

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

Bloom’s Levels: Apply
Webb’s DOK: 2
**Engaging Experience 7**

**Teaching Point:** Take the above lesson one step further by teaching students a variety of ways to actively incorporate new vocabulary into their personal lexicons.

**Suggested Length of Time:** 2-3 mini-lessons

**Standards Addressed**
- **Priority:** RI.1.2, RI.1.4
- **Supporting:** L.1.4a, RI.1.7

**Detailed Description/Instructions:**
- **One way to do this** is by reading an informational book on the document camera and showing the class how you tune in to an interesting, new word. Model using text features to determine the meaning of the word. Then, show the class how you can use the new word to teach their classmates about what you are learning. The students can mark the most interesting words in their books to share with their reading partners.
- **Another way to do this** is to model acting out new vocabulary words with gestures and facial expressions.
- **Another way to do this** is to have students use their new vocabulary words as they retell key details in their story. They could mark new words with post-it notes and write down their meaning as they read. Then, they could meet with their reading partner to retell their story using as many new vocabulary words as possible.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Experience 8**

**Teaching Point:** When readers are trying to understand a new word they can use the pictures, glossary, diagrams, etc. to help them. One way they can do this is by looking closely at what's happening in the pictures and then asking themselves, “What’s another word that would fit here?”

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

**Standards Addressed**
- **Priority:** RI.1.4, RI.1.5
- **Supporting:** RI.1.3

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

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

**Bloom's Levels:** Apply

**Webb’s DOK:** 2

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### Topic 3: Reading Words and Pictures

**Engaging Experience 9**

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

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

**Standards Addressed**

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

**Detailed Description/Instructions:**

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

**Bloom's Levels:** Analyze

**Webb’s DOK:** 2

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**Engaging Experience 10**

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

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

Priority: RI.1.2
Supporting: RI.1.10

Detailed Description/Instructions:

- **One way to do this is to** think aloud and sketch how to make a mental image when there are no pictures on the page. The text might say, “The snake coiled around the prey and squeezes until the prey stops breathing.” and you might say, “I can really see the snake’s body all curled up squeezing tighter and tighter.”

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

**Engaging Experience 11**

**Teaching Point:** When readers read something really interesting they go back and reread to learn even more.

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

**Standards Addressed**

Priority: RI.1.2
Supporting: RI.1.10, SL.1.1c

**Detailed Description/Instructions:**

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

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

**Engaging Experience 12**

**Teaching Point:** When readers read something interesting they ask questions. Readers go back and reread to help answer questions and learn even more about the topic.

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

**Standards Addressed**

Priority: RI.1.4
Supporting: SL.1.1c
Detailed Description/Instructions:

- **One way to do this** is to read an informational text to the class. Show the students how you can jot down thoughts and ideas that your reading evokes. For example, you might read your book under the document camera and write on a post-it note, “I wonder what an owl does to stay safe from other birds.” or “Why is this important information?”

- **Another way to do this** is to make an anchor chart with question words and thinking stems to help the students generate questions about their topic. Refer to the book *Comprehension Connections* chapter on questioning for anchor chart ideas. You may also accesses the anchor chart on Brightspace.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 4

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

**Engaging Experience 13**

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

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

**Standards Addressed**

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

**Detailed Description/Instructions:**

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

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2
**Engaging Experience 14**

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

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

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

**Detailed Description/Instructions:**
- **One way to do this is** to model with an informational text how if you are stuck on a word and are unsure of the meaning, you can put a post-it on the tricky word to let you know that during partner reading time, you can ask your partner for your some help. Make an anchor chart of some questions the helping partner can ask to get an understanding of the book that his partner is reading. For example, *What is your book about? What is happening on this page?*
- **Another way to do this** is to do a fishbowl model (two students act out and the rest of the students stand around them in a circle and watch as if the two are in a fish bowl) and show how a student was unsure of a word and used the Post-it and did not interrupt the reading of others. Then during partner time, model how the student showed his partner the Post-it. Then have the helping partner ask a few questions to better understand the book with the tricky word. Point out how they then work together to figure out the meaning of the tricky word.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

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**Engaging Experience 15**

**Teaching Point:** While reading in reading clubs, readers think about the BIG ideas in a book. They do this by asking, “Hmmm, is this important information?”

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

**Standards Addressed**
- **Priority:** RI.1.2
- **Supporting:** RI.1.3, RI.1.6, W.1.8

**Detailed Description/Instructions:**
- **One way to do this is** show the class how you identify the BIG ideas as you read an informational text. For example, while reading, you could model asking yourself, “What
does this mean?” or “Is this really important information?” Try to give examples and nonexamples of important details in the text.

- **Another way to do this** is to have the students read books on their topic with their reading clubs and mark the BIG ideas with Post-its.

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

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**Engaging Experience 16**

**Teaching Point:** Readers make connections between informational texts.

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

**Standards Addressed**

- **Priority:** RI.1.2  
- **Supporting:** RI.1.3, SL1.2

**Detailed Description/Instructions:**

- **One way to do this** is by showing the class 2 books on the same topic and cross-checking the information. For example, one book might say a tiger cub is the size of a kitten but another book has a picture of a cub that looks much larger than a kitten. Think aloud, “I’ll have to figure out what’s going on by consulting more sources and rereading.”

- **Another way to do this** is to have the students work with their peers in their reading clubs and mark the BIG ideas in their books with a Post-it. Then, they can discuss the BIG ideas and compare them across books.

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

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**Engaging Scenario**

**Engaging Scenario**

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

**Informational Presentation Rubric**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Little or no evidence of key details.</td>
<td>Tells some details but limited and may be irrelevant.</td>
<td>Uses text features to describe the main idea and key details.</td>
<td>Identifies the main idea, key details and draws conclusions across texts.</td>
</tr>
</tbody>
</table>
Unit 4: Readers Get to Know Characters in Books: Dramatizing Characters

Subject: Reading
Grade: 1
Name of Unit: Readers Get to Know Characters in Books: Dramatizing Characters
Length of Unit: 7 weeks, January - February
Overview of Unit: In this unit readers will get to know characters just like their friends. Readers will learn to get to know characters to understand books well.

In Topic 1 (Bend One) we will focus on strengthening readers’ literal comprehension, getting to know characters to understand stories.

In Topic 2 (Bend Two) Students will learn the difference between reading and close reading. They will learn to reread in order to learn more about the story and characters. Also, you will support children in determining lessons that characters learn. Children might compare and contrast lessons a character learns in one book with lessons characters learn in other books.

In Topic 3 (Bend Three) students will practice reading with storytelling voices and become the characters. Also, in this bend students will make inferences and become the directors. To do this they will determine the importance

In Topic 4 (Bend Four) students will become actors and directors and work in their reading clubs to act out the characters.

Getting Ready for the Unit:
- Have students select books that have strong, interesting characters to have in their book boxes. Some suggestions are: Mrs. Wishy Washy, Baby Bear, Biscuit, Elephant and Piggie.
- Select mentor texts that are both simple in structure and rich in character development.

Pre-Assessment (given prior to starting the unit):
- Conduct a pre-assessment through a read-aloud session. Plan stopping places, then ask children to stop and jot in ways that show what they have gleaned from the text about characters. For example, you might read a bit, then stop and ask children to describe a character or tell what the character is doing, thinking, or feeling. Then pause after reading a few more pages at an important part to ask: “What does it mean when the book says…?” At the end of the book, you can check your children’s interpretation skills by asking, “What do you think the story can teach you?”, “What lesson did the character learn?”, “What is the central message?”
Read aloud considerations:
- Read picture books focusing on modeling the following standards:
  - RL.1.2 Retell stories including key details, and demonstrate understanding of their central message or lesson learned.
  - RL.1.6 Identify who is telling the story at various points in a text
  - RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
  - RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Shared Reading
- While reading poems and big books focus on the following standards:
  - RL.1.4 Identify words and phrases in stories or poems that suggest emotions.
  - L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.
  - RF.1.4 Read with sufficient accuracy and fluency to support comprehension

Priority Standards for unit:
- RL.1.2 Retell stories including key details, and demonstrate understanding of their central message or lesson.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Supporting Standards for unit:
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.1 Ask and answer questions about key details in a text.
- L.1.5c Identify real-life connections between words and their use (e.g. note places at home that are cozy).
- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.
<table>
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<th>Skills</th>
<th>Unwrapped (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<td>Understand the central message or lesson</td>
<td>infer</td>
<td>analyze</td>
<td>3</td>
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<tr>
<td>RL.1.4</td>
<td>Identify words and phrases that suggest feelings</td>
<td>identify</td>
<td>understand</td>
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<td></td>
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<tr>
<td>RL.1.9</td>
<td>Compare and contrast the adventures or experiences in stories</td>
<td>compare/contrast</td>
<td>analyze</td>
<td>2</td>
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**Essential Questions:**

1. How can I make sure that I get to know the characters in my books just like I get to know my friends, noticing who they are, what they do, how they act, how they feel and what they learn?
2. How can I use the pictures and the words in my books to learn important information about the characters?
3. When I read and reread my books, can my voice get smooth and sound more like I’m talking—so the characters come to life?
4. How can I reread my books to be sure I’m not missing important clues about who the characters are and how the characters feel and act?
5. How can I be on the lookout for ways that the characters change and notice that this may be a time when they have learned a lesson?
6. How can I become a better club member—one who comes ready to talk about books, to act out the characters, and give tips to others?

**Enduring Understanding/Big Ideas:**

1. I can make sure that I get to know the characters in my books just like I get to know my friends, noticing who they are, what they do, how they act, how they feel and what they learn.
2. I can use the pictures and the words in my books to learn important information about the characters.
3. I can reread my books to be sure I’m not missing important clues about who the characters are and how the characters feel and act.
4. When I read and reread my books, I can make my voice get smooth and sound more like I’m talking—so the characters come to life.
5. I can be on the lookout for ways that the characters change and notice that this may be a time when they have learned a lesson.
6. I can become a better club member—one who comes ready to talk about books, to act out the characters, and give tips to others.

Unit Vocabulary:

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<thead>
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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td></td>
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Topic 1: First Things First: Getting to Know Characters

Engaging Experience 1

Teaching Point: One of the best things about reading stories is that you get to know new people-characters. When you learn so much about the characters—(hobbies, likes/dislikes) and that helps you learn more about the whole story.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: N/A
Supporting: RL.1.7

Detailed Description/Instructions:

- **One way to do this** is model with to show the students how readers get to know the characters in their books. For example, in Stephanie’s Ponytail you can point to a part and say, “I might just read past a part like this, but since I know that readers can learn much more about a book if they study the characters close-in, I’m going to pause and think, “Wait, I’m seeing Stephanie do something. What can I figure out about her and what’s she’s doing?”

- **Another way to do this** is to point out to the students that often times a book doesn’t come right out and tell you how characters are feeling but you can come up with your own idea based on the clues the author gives with pictures and words.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 2
Teaching Point: When readers are trying to know their characters really well, they use words that say exactly how the character is feeling.
Suggested Length of Time: 3-4 mini lessons
Standards Addressed
  Priority: RL.1.4
  Supporting: L.1.5d, RL.1.7
Detailed Description/Instructions:
  - **One way to do this** is to make an anchor chart: *How to be a Movie Star Reader*. Readers focus on faces, gestures, and voices to look for clues on how the character is feeling. *Stephanie’s Ponytail* or *Don’t Wake Up Mamma* are both very good for modeling each part of the chart. Add *faces, gestures, and voices* to the anchor chart.
  - **Another way to do this** is to read a page of a text, like *Stephanie’s Ponytail*, and ask the students how she is feeling. She might very well be happy or mad, depending on the page. Use this time to try to extend their vocabulary and make a list of words. (mad=furious, angry, impatient; sad=upset, anxious) You could also make a “feelings” chart and invite children to add words as they think of them.
  - **Another way to do this** is to look for clues in the pictures and text which give clues to how the character is feeling. Refer to the anchor chart. Model by finding words like cried, whispered, whined, exclaimed, etc. These types of words often give clues how the character is feeling as well.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 3
Teaching Point: Readers pause and notice when a character does things that seem totally out of the blue. When that happens, they reread to make sure they didn’t miss something.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: RF.1.4
  Supporting: RL.1.1, RL.1.7
Detailed Description/Instructions:
  - **One way to do this** is to model how when a character does something totally unexpected or shocking, it is wise to reread, thinking, “Did I miss something that can explain why things happen as they do in the story?” If a reader thinks that a character has acted oddly, with no rhyme or reason, that’s often a sign that the reader has missed some crucial clues.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 4
Teaching Point: Readers pay attention to how the character's feelings change across the book. When you tell the story to a friend, you can include how the character feels differently in different parts.
Suggested Length of Time: 2-3 mini lessons
Standards Addressed
  Priority: RL.1.2, RL.1.4, RL.1.7
  Supporting: N/A
Detailed Description/Instructions:
  • One way to do this is to model with a familiar text how the character’s feelings change throughout the story. You might use post-its to indicate these parts in the book. Show the students how this will help them retell the story.
  • Another way to do this is to model retelling what the main character does throughout the story. Start basic, but then add another layer of retelling to this by suggesting that readers can track an account of how the main character feels, and how those feelings change across the book. Refer back to the post-its above to make sure you didn’t forget any parts. Then model the new retelling by not just telling what the character does but also adding how the character thinks and feels.
  • Another way to do this is by making an anchor chart to help with retellings: In the beginning...but in the end...because; At first...but now...because...; First...later...because. Model each option from the chart really focusing on the “because” and providing evidence from the book.
Bloom’s Levels: Analyze
Webb’s DOK: 2

Topic 2: Rereading to Learn Even More about Characters and the Lessons they Learned

Engaging Experience 5
Teaching Point: Readers are like scientist with a magnifying glass and read their books closely, noticing details they didn't notice the first time.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: RL.1.2
  Supporting: N/A
Detailed Description/Instructions:
- **One way to do this** put a popular mentor text under the document camera and reread part of the book the class. You could use the book *Stephanie’s Ponytail*. After rereading part of the book, think-aloud to show the students how you notice details that you didn’t notice the first time like how Stephanie’s brother is in the background eating and laughing when she gets her hair fixed each morning.

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

**Engaging Experience 6**
**Teaching Point:** Readers have a very important job when they read, and that's figuring out HOW to read a book. Readers have to make decisions about when to pause, when to be silent, and when to read quickly.
**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** RL.1.4
- **Supporting:** RF.1.4

**Detailed Description/Instructions:**
- **One way to do this** is to put a mentor text under the document camera like *Stephanie’s Ponytail* and reread a page in a slow, monotone voice. For example, you can read the phrase, “Ugly, ugly, *very* ugly.” Then explain that readers need to make decisions on HOW to read. Point out the italics and reread the same page fluently, slowing down on the word “*very*” for example.

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

**Engaging Experience 7**
**Teaching Point:** Authors don’t always say everything about the characters. Instead, they leave some things up to the reader to guess!
**Suggested Length of Time:** 1 mini lesson

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

**Detailed Description/Instructions:**
- **One way to do this** is to show page 8 of the mentor text *Stephanie’s Ponytail* on the document camera and reread it to the class. Explain that the author doesn’t always tell everything about the character but leaves something for the reader to guess. You could explain that the author doesn’t tell you that Stephanie likes to be the center of attention but it can be implied from the story. You might say, “I am thinking that Stephanie likes
to be the center of attention because she keeps asking her mom to fix her hair in a silly way.”

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 8
Teaching Point: Readers can think about the adventures and experiences of characters in different stories, "How are these adventures the same/different from other characters’ adventures?"

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: RL.1.9
Supporting: N/A

Detailed Description/Instructions:
- One way to do this to compare and contrast 2 mentor texts. Have the students turn and talk to identify the adventures of the characters in each story. Then, think-aloud to compare and contrast the adventures learned in each story.

Engaging Experience 9
Teaching Point: When a character's feelings change, there's usually a good reason for it. Usually it's because the character has learned something. When you notice the change you can ask, "Why did this happen?" "Did the character learn something new?"

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: RL.1.2
Supporting: RL.1.7

Detailed Description/Instructions:
- One Way to do this is to explain to the students that the author, Robert Munsch, gives us clues that certain parts are important by showing Stephanie’s feelings change suddenly. You can point out that every time she goes to school with a new hairdo, her feeling suddenly change because she realizes that everyone copied her. Think-aloud to show that this is an important part of the story. You can also explain how you can draw conclusions like Stephanie wants to be unique and gets more and more frustrated when her classmates keep copying her.

- Another way to do this is to use another mentor text like Five Little Monkeys Bake a Birthday Cake to demonstrate how the author shows important parts. Draw the student’s attention to the large pictures that cover more than one page and the big, bold words. Explain that the author added bigger pictures and even text within the pictures to show us that these are important parts of the story. Have students use post-its to mark
places in their books where the author gives clues that they are important parts and pay special attention to these parts as they act out the story.

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

**Engaging Experience 10**  
**Teaching Point:** Readers can think about what happened in the story and the lesson the character learned, and think, "How is this the same/different from the lessons other characters have learned?"

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

**Standards Addressed**  
- **Priority:** RL.1.9  
- **Supporting:** RL.1.1

**Detailed Description/Instructions:**

- **One way to do this** is to review the lesson learned in the mentor text, Stephanie’s Ponytail. Then have the students turn and talk to compare/contrast Stephanie’s Ponytail with a lesson learned in another book they are reading.

- **Another way to do this** is to compare and contrast 2 mentor texts. Have the students turn and talk to identify the lessons that the characters learned in each story. Then, think-aloud to compare and contrast the lessons learned in each story. You might say that both lessons have to do with children and their moms but in one story the kids were monkeys. Furthermore you might explain the lessons were different because the monkeys wanted to be helpful but Harvey was lazy and did not want to help.

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

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**Topic 3:**  
Readers Use Storytelling Voices and Act like Directors

**Engaging Experience 11**  
**Teaching Point:** If you're going to step right into your characters' shoes like an actor, you're going to have to pay extra special attention details. (I.e. how they speak and act, tone of voice, gestures).

**Suggested Length of Time:** 3-4 mini lessons

**Standards Addressed**  
- **Priority:** RL.1.4  
- **Supporting:** L.1.5d, RL.1.6, RL.1.7
Detailed Description/Instructions:

- **One way to do this** is to introduce reading clubs. Tell the class that they will be acting out some of their favorite character books. Explain that they need to step into the shoes of their character in order to play a convincing role. Divide the class into reading clubs, small groups of 4-5 students all studying one character book.

- **Another way to do this** is to review the *Movie Star Readers* anchor chart created during Topic 1. Remind the students of 3 ways to become a character while reading (voice, faces, and gestures). Put a mentor text up on the document camera and read a page to the class. Ask the students to turn and talk with their reading partner. Have partners take turns reading the page in the voice of the character, with facial expressions, and gestures.

- **Another way to do this** would be to read a book in the character’s voice but without facial expressions and gestures. Have the class tell how you could better become the character. Think-aloud to brainstorm gestures and facial expressions that the character might use in this part of the story.

- **Another way to do this** is to have a large pair of shoes that go with a character from a mentor text, like tennis shoes for Stephanie from Stephanie’s Ponytail. Demonstrate “stepping into the shoes” to become the character. Do this by reading a page from the mentor text, while you are wearing the shoes of the character, with appropriate tone of voice, gestures, and facial expressions.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Engaging Experience 12**

**Teaching Point:** Readers notice when authors add words to tell us HOW the character is speaking and use those clues to change how their voices sound when reading. (I.e. yelled, whispered)

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

**Standards Addressed**

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<thead>
<tr>
<th>Priority:</th>
<th>Supporting:</th>
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<tbody>
<tr>
<td>RL.1.4</td>
<td>RL.1.6</td>
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**Detailed Description/Instructions:**

- **One way to do this** is to put the mentor text up on the document camera. For example, show a page from *Ruthie and the not so Tiny Lie* and reread the text with expression. Demonstrate how the characters talk in a loud voice for “yelled” and a soft voice for “mumbled.” You could also point out the word “cried” when they are fighting over the camera.

- **Another way to do this** is to add an example under “voice” on the *Movie Star Reader* anchor chart, created during Topic 1. You can put a copy or picture of part of a mentor text on the anchor chart to show an example of part of a book where it is important to pay attention to HOW the story is read. For example in *Don’t Wake Mama*, the monkey
sneezes and it says “Aaachoo!” in large, dark lettering. Explain to students that this should be read loudly.

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

**Engaging Experience 13**

**Teaching Point:** Readers/Actors pay close attention to punctuation when reading their parts. (longer pause at periods while short pause at commas)

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

**Standards Addressed**
- **Priority:** N/A  
- **Supporting:** RF.1.4

**Detailed Description/Instructions:**
- **One way to do this** is to revisit our *Punctuation* anchor chart. Explain that when you read a question your voice goes up at the end and sentences with exclamation points are read with excitement, etc. Students can search for a variety of punctuation in the character books they are reading. Have the students mark a couple sentences of dialog with post-it and rehearse them to share with their reading partner.

- **Another way to do this** is to put up a page from a mentor text on the document camera that has a variety of punctuation marks. Read the page in a monotone voice. Think-aloud saying, “That did not make sense. Let’s see here there is a period, exclamation point, and a question mark. Let me read that again paying closer attention to the punctuation.” Reread the text and have students tell which way sounded better.

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

**Engaging Experience 14**

**Teaching Point:** Readers/actors go back to the parts they think are interesting or important for their character and reread them many times thinking, "What would the character be doing, acting, saying, and feeling? What should my body and face look like?"

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

**Standards Addressed**
- **Priority:**  
- **Supporting:** RF.1.4, RL.1.7

**Detailed Description/Instructions:**
- **One way to do this** is by putting up a page of a popular mentor text like, *Don’t Wake Mama*. Think aloud saying, “I want to act out my favorite part but I am not sure how the character acts.” Show the class how you can go back to that part in the story and look for clues in the words and pictures to figure out how to act it out. Then have the students act out their favorite part of the script/story with their reading partner or theater troupe.
Another way to do this is by putting a page from a mentor text up on the document camera. Then have the students work with their reading partners to identify clues to how the characters should act in that part of the story. Finally, have the students apply this to their own story as they work with their theater troupes to identify clues in the pictures/text that will help them dramatize their characters.

Bloom’s Levels: Apply  
Webb’s DOK: 3

**Engaging Experience 15**

**Teaching Point:** Directors need to prepare for rehearsals by making little notes in their books about how the characters feel, think, and give the actors tips before they start.

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

**Standards Addressed**

- **Priority:** RL.1.4
- **Supporting:** RL.1.7, RF.1.4, L.1.5d

**Detailed Description/Instructions:**

- **One way to do this** is to model marking parts of a mentor text to indicate how characters act in different parts of the story. For example, you could mark the parts in Stephanie’s Ponytail when her feelings go back and forth from being frustrated with her classmates copying her, to being clever/thoughtful and excited when she has her mom fix her hair before school in new ponytails.

- **Another way to do this** is by showing a YouTube video of real actors doing a table read. One example of this is the Disney show iCarly. Point out how the director yells “CUT” when the character does not act out their lines properly, coaches them telling what they can do better, and then they try it again. Have the students choose roles including a director and act out the script with their theatre troupes.

- **Another way to do this** is by having students work with their reading clubs to find places that show the characters’ feelings develop. The director can use post-its to mark the places that show how characters feel, think, and act in the story and then tune in to these parts as they rehearse with their reading clubs.

Bloom’s Levels: Apply  
Webb’s DOK: 2

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**Topic 4:**  
Readers Perform, Talk, and Think about Books Inside of Clubs

**Engaging Experience 16**

**Teaching Point:** Actors and directors go back to the script and look for clues when they aren't quite sure how to act out a part. (Same can happen in your reading club).
Suggested Length of Time: 1 mini lesson

Standards Addressed
- Priority: N/A
- Supporting: RF.1.4, L.1.5d

Detailed Description/Instructions:
- One way to do this is to announce that for the next week or so students will be joining new reading clubs. Organize the class into small groups based on a few character books that they have all read or popular read-aloud books they can act out. Explain that dramatic performances include several actors. Have the students divide up into roles and act out the story. Students can take turns being the director.
- Another way to do this is to divide up the class into reading clubs and have them make microphones out of paper towel rolls to read their parts as if they are on stage. You might also want to use scripts for your reading clubs so they can have experience reading dialog and interpreting stage directions.

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

Engaging Experience 17

Teaching Point: Readers always fill in the gaps of a story as they read by drawing on all they know from this book, other books, and their lives.

Suggested Length of Time: 2-3 mini lessons

Standards Addressed
- Priority: RL.1.2, RL.1.4, RL.1.9
- Supporting: RL.1.7, RL.1.5d

Detailed Description/Instructions:
- One way to do this is to share a mentor text with the class that has a popular character you have already studied. Read a couple pages of the book and then discuss how the character often acts/feels similar through different books in the same series. For example, point out how Frog, from Arnold Lobel’s books is often irritable and needs some alone time.
- Another way to do this is by explaining to the class that a character might feel more than one emotion during the same part of a story. Show the students how you reread part of a mentor text over and over trying out different emotions as you read the dialog. You might way to make a “CUT!” chart and have students practice reading and rereading in their reading clubs encouraging them to try again and think about it.
- Another day to do this is to continue working in reading clubs. Explain to students that readers, actors, and directors pay attention not only to what the character does but also HOW they do things. Use a mentor text to model this to the class. Read part of the book and show the class how a character doesn’t just “sit” for example but rather “slumps.” Explain the author’s purpose for telling HOW the character does things in the
Bloom’s Levels: understand
Webb’s DOK: 2

Engaging Experience 18
Teaching Point: In order to REALLY get to know your character, you can think about them in all the books they're in and notice anything they do over and over, problems that happen over and over, etc.

Suggested Length of Time: 2 mini lessons

Standards Addressed
Priority: RL.1.9
Supporting: RL.1.7

Detailed Description/Instructions:
● One way to do this is to compare books that have the same types of characters, not just one character. You can use 2 mentor texts to model this. Show the class how you notice the same type of character in both books (i.e. bossy characters, boys and girls that are best friends, or characters who own pets).

● Another way to do this is to dramatize problems that characters have. Have students act out the problems that characters have in books and then compare and contrast them, Show the class how the problems that 2 different characters have are similar or different. Club members should be on the lookout for patterns that happen across books and characters.

Bloom’s Levels: analyze
Webb’s DOK: 3

Engaging Scenario

Engaging Scenario
● Have students choose a character from a book they read.
● They will work with a partner and create a short skit in which characters from different books meet each other and explain the lessons they’ve learned from life.
● Encourage the students to stay true to their character all through the skit.
● The groups can perform their skit in front of your class or you can invite a buddy class to help celebrate the students’ hard work getting to know characters in their books.

*Another way to do this is to have students work in partners or small groups to perform Reader’s Theatre. Encourage the students to stay true to their character all through the skit.
Rubric for Engaging Scenario:

Character Presentation Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little or no evidence of character traits.</td>
<td>Tells general outside character traits but cannot make inferences about character or identify lessons learned.</td>
<td>Stays true to the character. Explains a lesson that a character learns and how they changed.</td>
<td>Draws conclusions about the character that are not stated in the story. Also includes level 3.</td>
</tr>
</tbody>
</table>
Unit 5: Readers Can Be Their Own Teachers, Working Hard to Figure Out Tricky Words and Parts in Books

Subject: Reading  
Grade: 1  
Name of Unit: Readers Can Be Their Own Teachers, Working Hard to Figure out Tricky Words and Parts in Books  
Length of Unit: 3 weeks, March

Overview of Unit: In this unit readers will realize that they have strategies to be in charge of their own reading, to set their own agenda, and to get through the hard parts all by themselves.

In Topic 1 (Bend One) Students will be reminded of word-solving strategies that they have been focusing on all year and use all they know to monitor, search, and cross-check as they read.

In Topic 2 (Bend Two) Students will learn to use various strategies, not only to solve words correctly, but also to make corrections to confusing parts in order to make sense of the books that they read.

In Topic 3 (Bend Three) Students will consider the ways in which they might use partnerships to leverage their work in the more complex texts they will be reading.

Getting Ready for the Unit:
- Book choice is key in this unit. It is important for your students to have a mix of fiction and nonfiction that include both books that are “just right” and books that are at children’s independent levels, in other words, a “balanced diet” of books to read.

Pre-Assessment (given prior to starting the unit):
- You will want to reassess your students and analyze their running records to notice patterns in children’s reading behavior.
- Use current Fountas and Pinnell data. Analyze miscues to determine the student's’ strengths and weaknesses while solving tricky words.
- Administer a Spelling Inventory (i.e. Words Their Way Primary Spelling Inventory). Encourage the students to use all they know about words and spelling to write words during the Spelling Inventory. Studying the students writing will help you gain insight into how students are making sense of words and how parts of words work.
Read aloud considerations:
- Read aloud quality texts and focus on the following standards:
  - RL.1.1 Ask and answer questions about key details in a text.
  - RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- During the last couple weeks of this unit, choose a class topic (i.e. weather) and read a variety of texts from different genres to prepare for Unit 6, Reading across Genres. Read a variety of poetry, fiction, nonfiction, songs, etc.

Shared Reading
- While reading poems, big books, and/or Reading A to Z, focus on the following standards:
  - RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words
  - RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
  - L.1.4c Identify frequently occurring root words and their inflectional endings.
- During the last couple weeks of this unit, read from different genres including poetry and songs to prepare for Unit 6, Reading across Genres.

Priority Standards for unit:
- RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Supporting Standards for unit:
- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- L.1.4c Identify frequently occurring root words and their inflectional endings.

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

54
Essential Questions:
1. How can I find ways to get through the hard parts in books, all on my own, so that I can be in charge of my reading?
2. When something is difficult, how do I use all that I know to figure it out?
3. How do I notice when my reading doesn’t make sense or sound right and then fix up those parts so that I understand my books better?
4. How can I rely on my partner when I need some extra help fixing up and understanding the hard parts of my books?
5. How can I be sure to pick out interesting and important parts of my books to reread to others so that they get interested in my books too?

Enduring Understanding/Big Ideas:
1. I can find ways to get through the hard parts in books.
2. I can use all that I know to figure it out when something is difficult.
3. I can notice when my reading doesn’t make sense or sound right and then fix up those parts so that I understand my books better.
4. I can rely on my partner when I need some extra help fixing up and understanding the hard parts of my books.
5. I can pick out interesting and important parts of my books to reread to others so that they get interested in my book.

Unit Vocabulary:

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>retell</td>
<td>key details</td>
</tr>
<tr>
<td>reread</td>
<td>pictures/illustrations</td>
</tr>
<tr>
<td></td>
<td>first, next, then, last/finally</td>
</tr>
</tbody>
</table>
**Topic 1: Readers Use Everything They Know to Get Through the Hard Parts**

**Engaging Experience 1**

**Teaching Point:** When readers notice a tricky word they don’t just wait for their teacher or friend to tell them what it is, they try it themselves and try lots of different strategies to tackle the tricky word.

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

**Standards Addressed**
- **Priority:** RF.1.3
- **Supporting:** L.1.4c

**Detailed Description/Instructions:**
- **One way to do this** is to pull out your chart of reading strategies and review them with the class together. Because this is a review, you can praise them for all they know about tackling tricky words. Celebrate all they know as readers and realize that now that their books are getting more difficult it is still important to use these strategies.
- **Another way to do this** is model on the document camera getting stuck on an unfamiliar word while reading a book on Reading A to Z on the SmartBoard. You might say, “When I get stuck on a word I don’t give up. I know ALL these strategies from my chart. I don’t have to wait for someone else to tell me what to do. I can be my own teacher/coach and try a strategy. If that one doesn’t work, I try another one. I don’t give it!” (Eagle Eye, Flippy Dolphin, etc.)

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Engaging Experience 2**

**Teaching Point:** When readers get to a tricky word they can look for smaller parts of the word that they know then use those little parts to help figure out the whole word.

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

**Standards Addressed**
- **Priority:** RF.1.3
- **Supporting:** L.1.4c

**Detailed Description/Instructions:**
- **One way to do this** is to now focus on long vowel patterns. In Unit 2 we focused primarily on short vowel patterns and now the focus will be reviewing/teaching long vowel patterns while finding chunks or patterns. You can start by making a list of words following the pattern you want to focus on (i.e. a-e: wave, brave, cave).
● Another way to do this is while reading a mentor text, you can come across an unfamiliar compound word such as snowball. Model how to find familiar chunks/words to help figure it out. For example, most students will recognize “ball”. Cover up the familiar part of the word and then focus on the “snow” part. Then model how you put the two words together to make the compound word. Again, don’t forget to focus your readers on words that make sense based on the context of the story.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 3
Teaching Point: When readers are reading, they say a word that doesn't sound right or have anything to do with the story. When that happens, readers go back and think about what’s happening in the story and think of a word that would make sense and give it a try.
Suggested Length of Time: 1 mini lessons
Standards Addressed
  Priority: RF.1.3
  Supporting: RL.1.1, RL.1.2 L.1.4c
Detailed Description/Instructions:

● One way to do this is to show students that as they begin to read more difficult texts, it’s important to monitor for understanding. For example, you can read a page or two of your text. Then you might say, “You can read a page or part of your book then STOP and THINK ‘What just happened on this page, or in this part of the story?’ Don’t wait for someone to ask you, you can do it all on your own. We also don’t want to wait until the end of the book. Think about your story as you go...not just at the end of the book.”

Bloom’s Levels: Analyze
Webb’s DOK: 3

Topic 2: Readers Smooth Out the Rough Parts and then Reread

Engaging Experience 4
Teaching Point: Readers don’t just stop at trying to figure out tricky words. Readers check themselves. They ask, “Am I right? Is my word the word that is really on the page? Does my word make sense for this page?”
Suggested Length of Time: 1-2 mini lessons
Standards Addressed
  Priority: RF.1.3, RF.1.4
  Supporting: N/A
Detailed Description/Instructions:
• **One way to do this** is to model with a mentor text how students can cross-check once they have figured out a word by asking, “What would make sense? Does it look right? Does it sound how a book like this might go? Am I right?”

• **Another way to do this** is to model with a mentor text how students can take charge of their own reading. You might say, “At this point in first grade you really need to take charge of your own reading. Don’t let others tell you what to do, make your own decisions as you read.”

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Engaging Experience 5**

**Teaching Point:** Readers always do whatever it takes to understand books they read. They check in with themselves by asking, “Did I get it?” When readers don’t “get” what they read on a page, in a part or even at the end of the whole book, they reread to make sure they understand the whole book better.

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

**Standards Addressed**
- **Priority:** RF.1.3, RF.1.4
- **Supporting:** RL.1.1

**Detailed Description/Instructions:**

• **One way to do this** is model how you stop and think about what you are reading like we learned in engaging experience 3. Then model with a mentor text how when you don’t “get” what you are reading, it is always a good idea to reread the page/part or the entire book.

• **Another way to do this** is model with a text and pretend you are unable to retell it after reading it. You might say, “Now that I have read this once, do I need to read it again to really ‘get it?’ Sometimes readers need to reread a book to get a better understanding. The first time is often difficult because we are figuring out the tricky words. When we reread the book we are able to comprehend much better.”

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Engaging Experience 6**

**Teaching Point:** Dialogue in books can sometimes be confusing. When you read dialogue, you have to pay attention to who is speaking then go back and reread.

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

**Standards Addressed**
- **Priority:** RF.1.4
Supporting: N/A

Detailed Description/Instructions:
- **One way to do this** is model with a mentor text how important it is to pay close attention to “he said, she said” and to notice that sometimes the book doesn’t even tell you who is talking—you just have to keep track by picturing the characters in your mind.
- **Another way to do this** is to model how sometimes dialogue is tricky in books and how you might need to read the dialogue aloud to yourself until things are making sense again.

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

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**Engaging Experience 7**

**Teaching Point:** Sometimes words don’t really mean exactly what they say. When you notice this, you can stop and think about the meaning of the word. (For example, “have a ball” or “got the blues”)

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

**Standards Addressed**
- **Priority:** RF.1.4
- **Supporting:** RL.1.1

**Detailed Description/Instructions:**
- **One way to do this** is model with a mentor text containing an obvious idiom or expression (have a ball or got the blues). Amelia Bedelia books are great for showing examples of idioms. Model to the students what it looks like when you stop and think, “Hey...wait...a...minute! That doesn’t make sense. Why would (the character) have a ball in his hands on this page? Huh? Maybe it means something else...what could it really mean? What would really make sense here?”
- **Another way to do this** is model using a post-it to flag idioms or expressions that are in your text. You could use the post-it to ask for help or to teach a friend a new expression. (Hit the road, got the blues, raining cats and dogs)

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3
Engaging Experience 8
Teaching Point: Now that you’re reading longer books, you may not be able to share the whole book with your partner. Instead you could pick out a few parts. Use Post-it’s to mark a part you’d like to share.
Suggested Length of Time: 1 mini lessons
Standards Addressed
  Priority: N/A
  Supporting: RL.1.2
Detailed Description/Instructions:
  • One way to do this is to make an anchor chart for partner reading with longer books. You might want to teach that one possible partner routine might be for partners to first, talk about the gist of the book, then go back to the text to read apart together, finally talking again about the text to clarify or infer.
Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 9
Teaching Point: Partners can help each other do their very best smooth reading. Partners can say to each other, “Why don’t you go back and read that part again?” or “Let’s read that part together and make our voices really smooth.”
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: RF.1.4
  Supporting: N/A
Detailed Description/Instructions:
  • One way to do this is model how partners should encourage each other to read smooth, to help them understand the story. You could make a new anchor chart or review a previous chart used to reinforce the behaviors you want to see. For example, you might want the listening partner to encourage “rereading” when his or her partner stumbles on a word. Or the listening partner can model the correct phrasing and then have the reading partner try it with him or her.
Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Scenario

- Students will plan to read to others in the class, a friend from your buddy class, or a parent visitor.
- Have each student choose a book for the engaging scenario.
- Have students plan who they will read to and write an invitation to them. For example, “Dear 4th grade buddy, Come to my classroom at 10:00. I will read to you this time!”
- Observe the students reading longer books to their buddies.
- During the readings, do a running records, taking note of how the student reads and how they approach words. For example, does the student only look at the text and not the pictures? Does the students sound out each letter or do they look for familiar word chunks?
- This is a great way for the students to put their reading strategies into action as well as show off and feel proud of what they can do as readers.

Rubric for Engaging Scenario:

Rubric for Buddy Read

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student reads text below the grade level target and struggles to solve new words.</td>
<td>Student reads text slightly below the grade level target and accurately solves some new words.</td>
<td>Student reads grade level text demonstrating fluency and accuracy in solving most new words.</td>
<td>Student reads text above the grade level target and demonstrates fluency and accuracy in solving most new words.</td>
</tr>
</tbody>
</table>
Unit 6: Reading Across Genres to Learn About A Topic: Information Books, Stories and Poems

Subject: Reading
Grade: 1
Name of Unit: Reading across Genres to Learn About a Topic
Length of Unit: 6 weeks, March - April
Overview of Unit:
In this unit readers will read all kinds of books, from different genres, on the same topic. They will work on gathering information on a topic from the words and pictures. Finally they will form an opinion about their topic and teach their peers about it.

In Topic 1 (Bend One) of the unit students will find information and learn from all kinds of texts. In this topic you will remind students to ask and answer questions about key details that they may encounter throughout texts.

In Topic 2 (Bend Two) of the unit students will learn more about their topic and how they can think and talk about it.

In Topic 3 (Bend Three) of the unit readers will take what they learned from one text and add it to what they already learned from other texts.

In Topic 4 (Bend Four) of the unit readers will think about all the books they read in their topic. They will work on forming an opinion about the topic and teaching others about it.

Getting Ready for the Unit:
- Gather books and group them by topic to match the student's’ interests.
- Choose a class topic to study (i.e. weather) and gather a few mentor texts to read to the class before unit.
- Prepare some individual club tools that will help students hold onto information and vocabulary like “think markers” (bookmarks that have spaces to collect vocabulary and jot thinking), Post-its and a Venn diagram.
- Clear some bulletin board space to make a vocabulary word wall,
- Pull out old anchor charts that will support this unit including genre charts, vocabulary charts, and strategies for word solving.
Pre-Assessment (given prior to starting the unit):
- Read aloud two books from different genres. Have the students stop-and-jot their response to a prompt on one of the standards that you will focus on. (i.e. “What is the difference between these two books?”)
- In addition to the read aloud prompt, review work that students have done in the previous units. Use their Post-its and summative assessments from Units Three and Four to see what the students already know.

Read aloud considerations:
- Read a variety of both fiction and nonfiction text during this unit (RL.1.5 Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of types of texts).
- Compare and contrast books on the same topic (RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)).

Shared Reading
- Read poetry that aligns with the fiction/nonfiction topics read about during read-aloud (RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1).

Priority Standards for unit:
- RI.1.8 Identify the reasons an author gives to support points in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Supporting Standards for unit:
- RL.1.5 Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of types of texts.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RI.1.1 Ask and answer questions about key details in a text.

<table>
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<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Skills</th>
<th>Unwrapped (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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</thead>
<tbody>
<tr>
<td>RI.1.8</td>
<td>Identify reasons given to support points.</td>
<td>identify</td>
<td>Understand</td>
<td>2</td>
<td></td>
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<tr>
<td>RI.1.9</td>
<td>Identify similarities and differences.</td>
<td>compare/contrast</td>
<td>Analyze</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Essential Questions:
1. How can I get interested in a topic and get better at learning a lot about it by reading many different lots of different kinds of books—and ones that are in a bunch of genres?
2. If I’m ready to learn about a topic, can I find a way to learn stuff from all kinds of texts—even from Stories and poems?
3. When there are important words and phrases in the texts that I read, how can I get better at using them to as I think and talk?
4. When I have a pile of books and other texts that tell about a topic, can I take all I learn from one text and add it to what I learn from the next?
5. After I’ve read many books on a topic, how do I teach others the information I’ve learned and my opinions about that topic?

Enduring Understanding/Big Ideas:
1. I can get interested in a topic and get better at learning a lot about it by reading many different lots of different kinds of books—and ones that are in a bunch of genres.
2. If I’m ready to learn about a topic, I can find a way to learn stuff from all kinds of texts—even from stories and poems.
3. When there are important words and phrases in the texts that I read, I can get better at using them to as I think and talk.
4. When I have a pile of books and other texts that tell about a topic, I can take all I learn from one text and add it to what I learn from the next.
5. After I’ve read many books on a topic, I can teach others the information I’ve learned and my opinions about that topic.

Unit Vocabulary:

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<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>opinion</td>
<td>fiction</td>
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<td>detail</td>
<td>nonfiction</td>
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<td>compare</td>
<td>genre</td>
</tr>
<tr>
<td>contrast</td>
<td>poems</td>
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</table>
Topic 1: Making Sense of all Kinds of Texts

Engaging Experience 1
Teaching Point: When readers start a new book, they think, "What kind of book is this?" They ask, "What kind of book is this? Is it going to teach me about football--is it an informational book? Or is it a story about a girl who plays football? Or is it a poem, with short lines of text that have a rhythm? “Knowing these will help you know how to read the book.
Suggested Length of Time: 1-2 mini lessons
Standards Addressed
- Priority: N/A
- Supporting: RL.1.5
Detailed Description/Instructions:
- One way to do this is to tell students that the first thing readers when they begin a new book is to look through the pages to figure out what kind of text it is. Is it a poem? Is it fiction? Is informational? You could review anchor charts from the year that tell about different genres (i.e. fiction, poetry, information, etc.). Model this with a mentor text showing a fiction book where something is happening with a bunch of characters. Then, show an informational text explaining that it is teaching about a topic. Finally you can show a short story or poem that has just a few words on each line.
- Another way to do this is to read part of an informational mentor text. Ask the students, “What do you notice?” Have them turn and talk to their reading partner. Say, “Yes there is a table of contents, index, headings, and photographs with labels. You’re right this is a nonfiction book! Look at the index, it says there is information all about the topic.”

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

Engaging Experience 2
Teaching Point: Readers ask themselves questions as they read.
Suggested Length of Time: 2 mini lessons
Standards Addressed
- Priority: RI.1.8
- Supporting: RI.1.1
Detailed Description/Instructions:
- One way to do this is to use a nonfiction mentor text. Read part of it to the class. Then stop and think aloud, “Why is this important?” “What is this mostly about?” Talk to the class about the main topic of the text. You might want to create or take out a questioning anchor chart from earlier in the year.
Another way to do this is read part of a fiction mentor text to the class. Make sure you use a book that the class is already familiar with. Think aloud, “Why is this important?” “What is this mostly about?”

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

Engaging Experience 3
Teaching Point: Readers say what they learned and they say what they think.
Suggested Length of Time: 3 mini lessons

Standards Addressed
Priority: RI.1.8
Supporting: RI.1.1

Detailed Description/Instructions:
- **One way to do this** to tell the class that readers read not only to think about new information they are learning but also stop along the way to ask questions like, “What does the author want me to think or understand about the topic in this book. For example in Gail Gibbons’ book, *My Soccer Book*, she tells all about soccer and wants us to think that soccer is a fun sport to play. You can also explain how the author writes in a way to make you feel excited, amazed, or warned about a topic.
- **Another way to do this** is to read part of the book *Come on Rain*. Have the students turn and talk about what the author wants the reader to think about the topic. Have a volunteer share what they think the author wants us to think. Then explain to the class how the book *Come on Rain* was written to show us how rain is important weather.
- **Another way to do this** is to remind readers to make predictions as they read to check their thinking. Model this by putting a mentor text up on the Smart board. Make a prediction about what you think the book will be about. Then, read part of the book and think aloud to show the class if your prediction was right. You show the students how to put post it notes to mark clues about the main topic or what they are learning while they read.

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

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**Topic 2:**
**Reading and Learning About a Topic Through Language**

Engaging Experience 4
Teaching Point: Readers flip through pages, stop to notice pictures, words, and captions that might help them understand the book. Then they ask- What is in the book? What will I learn?
Suggested Length of Time: 2-3 mini lessons

Standards Addressed
  Priority: RI.1.8
  Supporting: N/A

Detailed Description/Instructions:
  - **One way to do this** is to divide the class into reading clubs, 4-5 students in a group, to focus on a topic. Students can search their book boxes, class library, and school library to find a variety of books on their topic from different genres. Some topics might include weather, friends, summer, sports, school, or water.
  - **Another way to do this** is to use a mentor text and show students how to warm up before reading. While previewing the book with the class think aloud pointing out bold words, labels, captions, etc. to distinguish what the text will be all about.
  - **Another way to do this is** to show the class a mentor text on a topic that you have studied or that they are familiar with like weather. Put a fiction book up on the document camera that shows a storm on the farm for example. Discuss weather words that come to mind as you read part of the story about a storm on a farm like wind or tornado. Use these words to predict what might happen on the next page.

Bloom’s Levels: Understand
Webb’s DOK: 3

Engaging Experience 5
Teaching Point: Readers check the information they find in one book by reading lots of other books about the same topic.
Suggested Length of Time: 2 mini lessons

Standards Addressed
  Priority: RI.1.9
  Supporting: N/A

Detailed Description/Instructions:
  - **One way to do this** is to have the students continue to work with their topic book clubs. Model to the class how to fact check using two or more books on the same topic. For example, show students how you notice animals react in different ways during storms. Use a familiar mentor text to show the class how the pictures and text across different books confirms this.
  - **Another way to do this** is to demonstrate that readers always keep an open mind. This is especially important with online information and computer generated graphics. Tell students, “If I have only seen this once, then I should check other sources to check if it’s right.” For example, show the students how you can use a book on your topic like animals to disprove something that you saw on the internet like a picture of a flying monkey.
**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

**Engaging Experience 6**  
**Teaching Point:** Readers become experts by "talking the talk" of their books. (Using special, topic-specific words when discussing their topic with partner).  
**Suggested Length of Time:** 1-2 mini lessons  
**Standards Addressed**  
**Priority:** N/A  
**Supporting:** RL.1.10  
**Detailed Description/Instructions:**  
- **One way to do this** is to show students what to do if they get stuck on a tricky word that is not on the word wall. Tell them that you can figure it out using letter sounds and there is a good chance it has something to do with your topic. Model how you will get ready to read a book on your topic. For example think aloud, “A book on school will probably have words like classroom, reading, and students.” Read part of the mentor text and model using strategies like stretchy snake and chunky monkey to read a word from the mentor text while thinking about the topic. Finally show the class how you use these topic words to tell about your book. Encourage the students to list their topic words on bookmarks and use them as they talk to their reading partner and group about their books.  
- **Another way to do this** is to create a bookmark with topic vocabulary to leave in the book for the next person. Model to the class using a familiar mentor text. Show a blank bookmark, or strip of paper, on the document camera and list important words that you have encountered in that book.

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

**Engaging Experience 7**  
**Teaching Point:** Readers use all the clues they can gather to learn how to say new words and to find meaning of new words. (Look at pictures, what's happening around the new word, look at the letters in the word).  
**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
**Priority:** N/A  
**Supporting:** RL.1.10  
**Detailed Description/Instructions:**  
- **One way to do this** is to remind the students of the previous lesson where they practiced decoding new words by saying the sounds. Tell the class that after they figure out the word by decoding it, they will have to figure out what it means by thinking about what is
happening on the page. Use a mentor text to model this. Put the book up on the
document camera and show the students how to use all the clues they can gather not only
to learn how to say the word, but also to figure out what it means.

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

**Engaging Experience 8**
**Teaching Point:** Readers can push their understanding of new words by talking to your neighbor about them. (Teach to partner or work out confusion together).

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

**Standards Addressed**
- **Priority:** N/A
- **Supporting:** RL.1.10

**Detailed Description/Instructions:**
- **One way to do this** is to make an anchor chart, or use one from earlier in the year, that lists key strategies to solve tricky words. Have the students work together with their reading partner to create a word bank of vocabulary on their topic that can go in the topic basket they are working on. Show the class how they can talk to a partner about new words. Students can use Post-it notes to mark tricky words as they read, so their partner can help them solve the new words.

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

**Engaging Experience 9**
**Teaching Point:** Readers can read with expression to make it easier to comprehend what they are reading.

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

**Standards Addressed**
- **Priority:** N/A
- **Supporting:** RL.1.10

**Detailed Description/Instructions:**
- **One way to do this** is to play an audio clip from NPR, National Geographic’s television, or the Discovery Channel. Then read part of a mentor text modelling to the class how to read in a teaching voice. Explain that it is just as important to read with fluency as it is to talk with fluency. If they students have an idea of how the text is supposed to sounds it will be less daunting when they come across an unfamiliar word.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2
Topic 3: Learning Information by Comparing and Contrasting

Engaging Experience 10
Teaching Point: When readers learn new facts about a topic from informational books, they can hold those in their minds as they read stories about the same topic.
Suggested Length of Time: 2-3 mini lessons
Standards Addressed
  Priority: RI.1.9
  Supporting: RL.1.10
Detailed Description/Instructions:
- **One way to do this** is to teach the students that if they read a nonfiction book on one topic they can make connections to a fiction book. Show the students how to do this using a mentor text, a fiction book on a topic you have previously studied as a class. Think aloud, “Hmmm… what in this book connects to the informational book I just read? Do any of the facts from the informational book show up in the story?”
- **Another way to do this** continue working in topic book clubs. Before reading think aloud, “What information do I already know about this topic that might connect to this story?” Use a mentor text to show the students how to stop and jot connections you make while reading. Encourage students to share what they jotted down to teach their partner more about their topic.
- **Another way to do this** is to make an anchor chart with thinking stems to help students talk about their ideas rather than just “fact collecting.” The anchor chart can include prompts like, “This makes me think of…,” “From all that I’ve read…,” “This goes with this because…,” and “This fits into the big picture by….” You can also add other prompts to the chart as you listen to the students talk to their partners/clubs to share ideas.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 11
Teaching Point: Your job as a reader is to put together everything you're learning. (Readers take a little from one book, a little from another, etc. then figure out what they THEMSELVES think about the topic.)
Suggested Length of Time: 2 mini lessons
Standards Addressed
  Priority: RI.1.9
  Supporting: RL.1.10
Detailed Description/Instructions:
One way to do this is to explain to the class that the information from 2 books might overlap. This would be a great time to use a Venn diagram. Lay 2 book next to each other on the document camera and model using the Venn diagram to record what information you found in the pictures and the text that was the same and information that was different in the 2 books. Students can work with a partner from their book club to compare and contrast the information they found in 2 different books on the same topic using a Venn diagram.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 12
Teaching Point: When you’re done reading a book, readers ask themselves, "What do I think about this book? Do I agree with the author? Do I have different ideas?
Suggested Length of Time: 2-3 days
Standards Addressed
  Priority: RI.1.8
  Supporting: RI.1.1
Detailed Description/Instructions:
  One way to do this is to create an Opinion anchor chart with questions to think about after reading a book. Say, “Readers, after you read, you will want to ask yourself and decide, “What do I think about this book? Do I agree with the author? Do I have different ideas?”” Think aloud, using a mentor text that you have already read to the class. Show the students how you have your own opinion about the topic and explain whether you agree or disagree with the author.
  Another way to do this is to show students how to bring their thinking, on Post-its, to their reading clubs. Encourage the students to draw on evidence from books they’ve read to support their thinking. Put a fiction mentor text up on the document camera to demonstrate how readers can apply the same work about opinions to their reading of stories. Explain that they can make judgments about characters and/or events in a story. Finally, have the students practice this with their reading clubs.

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

- Students will create a slideshow to share what they have learned about their topic.
- They can create a poster, digital slideshow with Google Slides, or make a booklet to present information to their classmates.
- In their presentations students should include information on their topic, tell where they found the information, and state their opinion on the topic.
- Have the students work on their projects for 3 days.
- Divide the class into small groups, with one student from each topic book club in each group, and have them present to their new group.

**Rubric for Engaging Scenario:**

**Topic Presentation Rubric**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little or no information presented that relates to topic.</td>
<td>Tells general information about the topic.</td>
<td>Shares a variety of information from multiple sources on their topic. Begins to compare/contrast information and texts on the same topic.</td>
<td>Draws conclusions about the topic and states their opinion on the topic. Also includes level 3.</td>
</tr>
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Unit 7: Authors We Love

Subject: Reading
Grade: 1
Name of Unit: Authors We Love
Length of Unit: 3 weeks, May

Overview of Unit: This unit will allow students to study an author’s craft by reading lots of books written by that author and eventually acting out the text through the engaging experience. In Topic 1 (Bend One) of the unit students will do research to learn about their author, gather books written by one author, and begin reading books written by one author. In Topic 2 (Bend Two) of the unit students will learn about the author’s style by reading and rereading a variety of books written by that author and comparing and contrasting characters, setting, themes, and lessons learned.

Getting Ready for the Unit:
- Discuss popular authors students love.
- Gather a variety of books from well-loved authors to set up reading clubs (5-7 authors).
- Dedicate a section of the class library to house the author book baskets for reading clubs. Cover this section with a large piece of paper to “reveal” during one of the first engaging experiences.
- Choose an author to study as a class. Read lots of books written by this author to use as mentor texts throughout the unit.
- Take out anchor charts from unit 4 that focus on theme and lessons learned.

Pre-Assessment (given prior to starting the unit):
- Conduct a pre-assessment after a read-aloud session. Read at least two books by the same author. Ask the students to identify the lesson that each book teaches as well as identify common themes throughout the books (i.e. friendship, honesty, bravery, trust, perseverance, etc.). You could have the students jot down the lessons and themes for each book.

Read aloud considerations:
- Before this unit starts, read aloud several books written by the same author.
- During the unit read books that teach lessons and have common themes.
Shared Reading
- Continue to focus on reading strategies that your class needs to work on. These may include strategies for comprehension, fluency, and/or accuracy.
- Continue to work on spelling patterns that reinforce the work students are doing in word study (i.e. long vowel patterns, prefixes/suffixes, inflectional endings, etc.)

Priority Standards for unit:
- RL.1.2 Retell stories, including details, and demonstrate understanding of their central message or theme.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Supporting Standards for unit:
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.1 Ask and answer questions about key details in a text
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tbody>
<tr>
<td>RL.1.2</td>
<td>retell the story.</td>
<td>retell</td>
<td>understand</td>
<td>1</td>
</tr>
<tr>
<td>RL.1.9</td>
<td>compare and contrast</td>
<td>compare/contrast</td>
<td>analyze</td>
<td>2</td>
</tr>
<tr>
<td>RL.1.2</td>
<td>Understand the central message or lesson</td>
<td>infer</td>
<td>analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Question:
1. How can I research and learn about an author to become an author expert?
2. After reading more than one book by the same author, how do readers get to know that author?
3. How do readers compare and contrast events and characters in stories written by the same author?
4. How do authors use craft moves to help the reader understand the story?
5. How can my reading club group and I talk about our books in ways that let us share them and think about them and also learn have fun with them?
Enduring Understandings:
1. I can research and learn about an author to become an author expert.
2. I can read more than one book by the same author, to get to know that author.
3. I can compare and contrast characters and setting in stories written by the same author.
4. How do authors use craft moves to help the reader understand the story.
5. I can talk with my reading club group about books in a way that helps us both comprehend and have fun.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare</td>
<td>retell</td>
</tr>
<tr>
<td>contrast</td>
<td>lesson</td>
</tr>
<tr>
<td>research</td>
<td>theme</td>
</tr>
<tr>
<td></td>
<td>setting</td>
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<tr>
<td></td>
<td>author</td>
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Topic 1: Becoming an Author Expert

Engaging Experience 1
Teaching Point: Readers can conduct research to learn about an author.
Suggested Length of Time: 1-2 mini-lessons
Standards Addressed
Priority: N/A
Supporting: N/A

Detailed Description/Instructions:
- **One way to do this** is to model researching an author you have studied as a class. For example, you may have read lots of Mo Willems books to the class. Show the students how you can search online using various sites like Pebble Go, Kidrex, etc. Have each reading club research their author.
- **Another way to do this** is to have students explore book jackets and biographies to learn more about their author. For example, if you were studying Barba Parks you could show
the class how there is an “all about the author section in the back of each Junie B. Jones book. Have students look at book jackets, biographies, and articles to learn about their author.

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

### Engaging Experience 2

**Teaching Point:** Readers gather and explore books written by their author.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
- **Priority:** N/A  
- **Supporting:** N/A  

**Detailed Description/Instructions:**
- **One way to do this** is to reveal a section of the class library where books baskets are organized by the author’s last name. Explain to the class that each basket is full of a variety of books written by the same author. Show the students a basket and say, “Look at this basket, it is full of Patricia Polacco books so I could add Thank You Mr. Falker to this Polacco author basket.” Allow students to explore the author baskets and choose their favorite author to study.
- **Another way to do this** is to have students gather a variety of books from the class library and school library to fill their reading clubs book basket. Divide the class into reading clubs based on the author of their interest.

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

### Engaging Experience 3

**Teaching Point:** Readers read and reread several books by their favorite author.  
**Suggested Length of Time:** 2 mini-lesson  
**Standards Addressed**  
- **Priority:** N/A  
- **Supporting:** N/A  

**Detailed Description/Instructions:**
- **One way to do this** is to model this with a favorite author of your own. For example, I love Patricia Polacco’s books. She is one of my favorite authors and I have several of her books (teachers show several of her books she has brought in). Since I am a huge fan of
hers I have bought many of her books and I love reading them. I read them over and over again, especially my favorite, Thank You Mr. Falker. I know that Patricia Polacco is still writing and I am eagerly anticipating the release of her next book. You can bet I will be first in line when it comes out. This is how readers show they’re fans of an author by reading and re-reading several of their books. (Students can start reading books in author reading clubs.)

- **Another way to do this** is to model rereading a favorite book and to recommend it to another in the author reading club.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1

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**Topic 2: Readers Show They are Fans By Reading Several Books By the Same Author**

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**Engaging Experience 4**

**Teaching Point:** Readers deepen their understanding of the author by comparing and contrasting the characters in different books by the same author.

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

**Standards Addressed**

- **Priority:** RL.1.9
- **Supporting:** RL.1.3

**Detailed Description/Instructions:**

- **One way to do this** is to model how to compare two characters from an author of your choice. For example, using a file folder or chart compare Mr. Falker from Thank you Mr. Falker and Grandma from Thunder Cake. Think aloud how the characters are alike and different and write a few examples on file folder/chart. Then think aloud a summarizing phrase such as: Patricia Polacco must be caring because her characters are very kind and loving. The students can use the phrase: FAVORITE AUTHOR must be ____ because his/her characters are ____ after comparing two characters in their author reading clubs.

- **Another way to do this** is to use a Venn diagram to compare two characters while reading in author reading clubs. Then the students will need to think: FAVORITE AUTHOR must be ____ because his/her characters are ______.

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

**Engaging Experience 5**

**Teaching Point:** Readers get to know their author better by comparing and contrasting the setting in different books by the same author.

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

**Standards Addressed**
- **Priority:** RL.1.9
- **Supporting:** RL.1.3

**Detailed Description/Instructions:**
- **One way to do this** is to model comparing the setting of two books by the same author. For example, in the books *Thank you Mr. Falker* and *Thunder Cake* both have a setting at one point in the story in a farmhouse. Think aloud how Patricia Polacco must have a lot of knowledge about farms because of the common setting in both books.

**Bloom’s Levels:** Analyze

Webb’s DOK: 2

**Engaging Experience 6**

**Teaching Point:** Readers tune in to craft moves used by their author.

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

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

**Detailed Description/Instructions:**
- **One way to do this** is to make an anchor chart of Craft Moves we’ve studied all year. (Possible choices: bold words, speech bubbles, italicized words, ellipsis, punctuation, dialogue, catchy leads, etc.) and model with the mentor author craft moves you notice her using.

- **Another way to do this** is to model how to be a “Craft Moves Detective” during reading clubs and search for craft moves your author uses by placing sticky notes to pages where craft moves were used.

**Bloom’s Levels:** Analyze

Webb’s DOK: 1
Engaging Experience 7
Teaching Point: Readers become experts on their authors by carefully looking at common theme in their author’s books.

Suggested Length of Time: 2 mini-lessons

Standards Addressed
   Priority: RL.1.2
   Supporting: RL.1.3

Detailed Description/Instructions:
   ● **One way to do this** is to make a chart with the class of common themes that occur in popular books that you have read over the course of the year. Themes may include: friendship, loyalty, courage, hope, equality, teamwork, etc.

   ● **Another way to do this** is to use mentor texts from an author that you have studied as a class (i.e. Patricia Polacco, Mo Willems, Dr. Seuss, etc.) to model identifying common themes that occur within that author’s work.

   ● **Another way to do this** is to reread a section of 2 mentor texts by an author the class is familiar with. Have the students discuss the theme that is prevalent throughout both stories with their reading partner.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 8
Teaching Point: Readers learn from their favorite author by learning from the lessons the author teaches.

Suggested Length of Time: 1-2 mini-lessons

Standards Addressed
   Priority: RL.1.2
   Supporting: RL.1.3

Detailed Description/Instructions:
   ● **One way to do this** is to use a mentor texts from an author that you have studied as a class (i.e. Patricia Polacco, Mo Willems, Dr. Seuss, etc.) to model identifying the lesson that the book teaches. For example you can use a Mo Willems Pigeon book to model this. For example you could explain, “The lesson that Mo Willem’s Pigeon book teaches is, you can’t always get what you want and that can be frustrating.” Have students read and reread books in their reading club to identify lessons that the author teaches.

Bloom’s Levels: Analyze
Webb’s DOK: 3

**Engaging Experience 9**

**Teaching Point:** Readers show they are dedicated fans by continuing to read their favorite authors’ books during the summer.

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

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

**Detailed Description/Instructions:**
- **One way to do this** is to show the class how you can search the Mid Continent Public Library website to find even more books by your author. Show the class how you can use the website: [http://www.mymcpl.org/](http://www.mymcpl.org/) to search for more Patricia Polacco books.
- **Another way to do this** is to invite a representative from the local library into the classroom to talk about continuing author studies and introduce summer reading programs offered by the library. Encourage the visitor to bring information students can share with their parents about getting a library card and enrolling in summer reading programs.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1

**Engaging Experience 10:** Readers work in their reading clubs to create their engaging scenario. (Each student should choose one book that they love by their author.)

**Suggested Length of Time:** 2-3 mini-lesson

**Standards Addressed**
- **Priority:** RL.1.9
- **Supporting:** RL.1.3

**Detailed Description/Instructions:**
- **One way to do this** is to work with your reading club to discuss characteristics of your author. You can model this with Patricia Polacco and how many of her stories have similar characters, settings, themes, and lessons learned.
- **Another way to do this** is to model retelling a book by an author the class has studied. For example you could retell a Patricia Polacco story, retelling the beginning, middle, and end. Also tell how the characters are unique to that author and what lesson they learned in the story.
**Engaging Scenario**

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

This scenario could be done with reading partners or your buddy class.

- Students may dress up as their author for the engaging scenario.
- Students can introduce their author by telling something about them as an author (similar characters, setting, themes, or lessons learned in various books written by their author).
- The student will choose their favorite book and retell the book.
- Finally their partner will ask a question about their book that they can answer.
- Repeat the above with the other partner’s book.
- The teacher should go around and listen to students while they share with partners.