

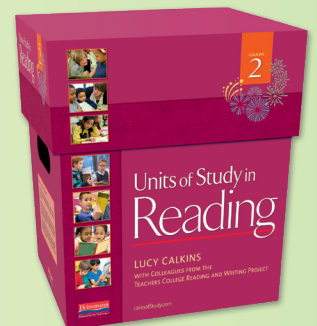
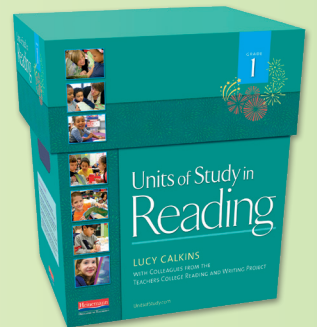
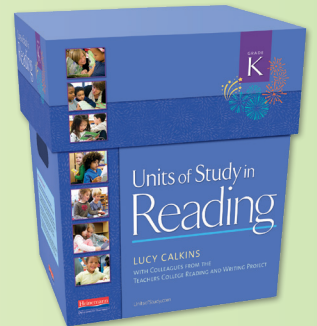
SAMPLER



GRADES
K-2

Units of Study *in* Reading

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



Heinemann
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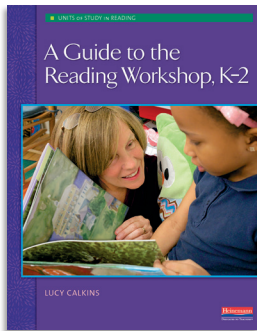
Units of Study in Reading, K-2 Series Components

The **Units of Study in Reading series** has been designed to provide teachers with a curriculum framework to lean on and to adapt, with embedded professional development to help deepen knowledge of beginning reading and of methods for teaching reading.

| Grade-by-Grade Units | | | | | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| GRADE | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 |
| K | We Are Readers  | Sharing Reading  | Super Powers: Reading with Phonics and Sight Word Power*  | Boosting Reading Power  | Becoming Avid Readers  |
| 1 | Building Good Reading Habits  | Word Detectives  | Learning about the World  | Readers Have Big Jobs to Do*  | Meeting Characters and Learning Lessons  |
| 2 | Becoming a Big Kid Reader  | Becoming Experts*  | Tackling Longer Words and Longer Books  | Stepping into the World of the Story  | Growing Knowledge Together  |

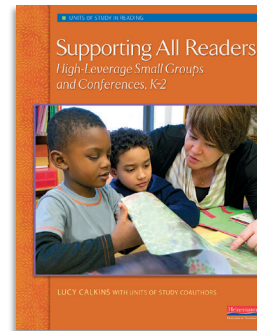
Each unit is organized into two or three “bends.” Typically, the first bend introduces skills and concepts, the second bend goes deeper, and the third bend offers new ways to apply the learning. Skills and concepts introduced in one unit are revisited and strengthened, both within and across grade levels.

* Sample sessions included in this Sampler.



A Guide to the Reading Workshop, K-2 offers a comprehensive introduction to the Units of Study in Reading series. It is an essential manual that helps teachers develop an understanding of the essentials of reading instruction and reading development across K-2.

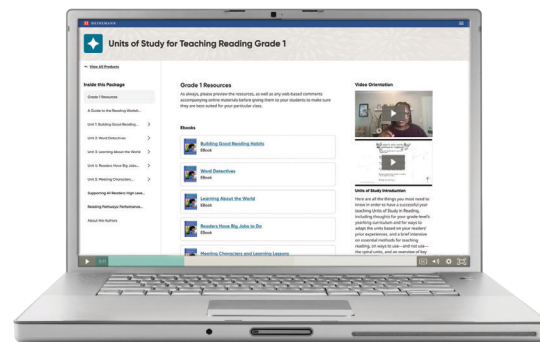
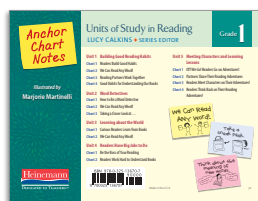
Supporting All Readers: High-Leverage Small Groups and Conferences, K-2 is an invaluable resource for meeting the needs of a range of learners in the classroom. It includes a collection of small groups, conferences, and tools teachers can draw on for work-time teaching.



Online Resources include digital access to all the printed books in the core units of study set (Units, Guide, etc.), along with printable versions of charts, simple decodable texts, assessment tools, and much more.

Anchor Chart Sticky Notes

Preprinted sticky notes with summarized, illustrated teaching points help teachers create and evolve anchor charts across each band and unit.



Trade Book Pack

Each Units of Study Trade Book Pack includes grade-level appropriate books that teachers use as demonstration texts to model the skills and strategies they want students to try. *Coming:* Spanish-language Trade Book Packs.

Additional Resources to Support the Units of Study in Reading

While the core sets of units provide the foundation for literacy instruction across grades K, 1, and 2, they are supported by many essential resources:

- **TCRWP Classroom Libraries** (available in on-level and below-benchmark versions)
- **TCRWP Classroom Library Shelves** (topic- and genre-specific library shelves to extend the core classroom libraries)
- **Trade Book Packs** (*coming:* Spanish-language versions)
- **Jump Rope Readers** decodable books
- **Let's Gather** read-aloud and shared reading classroom bundles
- **Premium Digital Subscriptions** to support blended teaching and learning

For complete details, please visit
UnitsofStudy.com

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Kindergarten Sample Session ♦ Early Decoding Work

This sample session is from *Super Powers: Reading with Phonics and Sight Word Power*, the third unit in the Kindergarten Units of Study in Reading series. The unit supports kindergarteners in acquiring the reading powers necessary to cross the bridge from emergent reading to conventional reading. Namely, they'll learn to use slider power to slide across words, doing the additive blending work that allows children to decode.

Session 3

Instructional Arc of the Unit

Bend I of this unit supports two main skills: **decoding CVC words through additive and whole-word blending, both in isolation and in continuous text.** Teachers will model and coach students to practice this in simple decodable books.

The second bend harnesses the power of **rereading to build fluency and comprehension.** Students will learn to **attend to end punctuation, orthographically map the sounds of new words to increase word automaticity and match their voices to the characters' feelings.**

The final bend provides kindergarteners with ample opportunities to **transfer the phonics knowledge they are building during phonics workshop and apply what they've learned about onset and rime to use word parts to decode.**



Super Readers Look through Words from Beginning to End

In This Session



TODAY YOU will teach your readers that they must slide through *every* sound of a new word that they read to read accurately. You'll model this by displaying a few words that are visually similar and by showing students that misreading the last letter would result in reading the wrong word in a sentence. Students will practice reading words in isolation a few times, decoding visually similar words and deciphering the difference between them, before you coach them in a new decodable text that contains CVC words with the short *a* and *i* vowel sounds, during rug time. In the mid-workshop teaching, you'll remind partners again of the important work of blending sounds into words. You'll lead a quick share at the end of the lesson that will invite students to add to the new chant from Session 2.


TODAY YOUR STUDENTS will continue to read from the partner bins you created for them, most of which will contain an even distribution of decodable books and early leveled books. You will probably have found that some children need more support with letters and sounds, and those children may be reading finger-point books rather than books that require decoding. It will be important that those kids receive support every day with their alphabet knowledge so they can soon participate in the work of this unit. Today, the majority of

your kids will be sliding through *all* the sounds in new words they encounter, making sure that they read every sound so the word they've read makes sense in the book. After the mid-workshop, you can decide whether they can continue this with a partner or whether they need an invitation to reread their level A and B books and their Star Storybooks. At the very end of the session, students will reread a book to notice the things their characters can do.

Getting Ready

YOU WILL NEED . . .

- to assign spots on the rug using each child's name written on a card. Set students up to sit next to their partner.
- the lyrics to the "Super Reader Theme Song." 
- two cards, one with the word *can* and the other with the word *cat*.
- the sentence, *I like to pat my cat* displayed.
- the words *lap*, *lip*, *rag*, and *rat*, each on a separate card.
- copies of the Unit Reader, *The Cat*, one for each student. 

- to display Mabel's chant about things kids can do (see Share). 

STUDENTS WILL NEED . . .

- their partner bins, filled with decodables and leveled texts you've chosen for them, and today's text, the Unit Reader *The Cat*.
- a table bin filled with a mix of familiar texts and high-interest books that students have selected from the classroom library.
- to select a book from their partner bins to bring to the meeting area (see Share).

Phonological Awareness Extension

Hearing All the Sounds across a Word

For this extension, you'll need to draw an Elkonin box with three spaces.

Channel students to listen and produce medial and final sounds in words.

I drew three sound boxes on the easel. "You've gotten *especially* good at hearing sounds at the beginning of words, so today, let's listen for letters and sounds that come at other points in the word, like in the middle or the end." I pointed to each box from beginning to end, isolating the sounds in *ran*: /rrrääännn/.

"Ready to try? What's the last sound in *hog*?" I pointed to the last box. A few kids needed more coaching, so I said, "Is the last sound /p/-/p/-/p/ or /g/-/g/-/g/? You're right! It's /g/. What letter stands for /g/? G." I wrote the letter G in the last box and then directed kids to say the word with me as I pointed to each sound box.

| | | |
|--|--|---|
| | | g |
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"/hooöggg/. *Hog*." I erased the letter G.

We repeated the game and each time, I pointed to the corresponding sound box. After students produced the sound, I wrote the letter in the same sound box before channeling students to repeat the word with me as I pointed to each box. "What is the middle sound in *win*?" "What is the last sound in *tub*?" "What is the middle sound in *net*?" "What is the first sound in *sun*?"

Planning Support

The resources listed at the start of every session highlight the materials needed for that day's teaching. You'll often notice finger-point icons beside various resources. These are indicators that the resource is **available for download or digital display from the Online Resource on the Heinemann Flight platform.**

Phonological Awareness

Each session includes short, daily lessons (many accompanied by videos in Online Resources) that help teachers reinforce **rhyme, alliteration, syllables, individual phonemes, and onset and rimes.**

Minilesson 

BEND 1

The Minilesson

Sessions 1 through 3 in the *Super Powers* unit support teachers with **explicit teaching of foundational skills.**

Each day starts with a **10-minute minilesson** where teachers model and coach decoding strategies, specifically to **decode CVC words and to identify known words with automaticity.**

You'll see that the teacher first provides **direct instruction with decoding words in isolation, before moving to apply the skill in a connected text.**

Super Readers Look through Words from Beginning to End

CONNECTION

Review the super powers that students have discovered and sing the song.

"Do you remember when Mighty Reader visited and let you know that you were on your way to developing the reading power you need to become a Super Reader? Well, I think you have those powers, don't you? Can you use pointer power?"

The kids chorused, "Yes!"

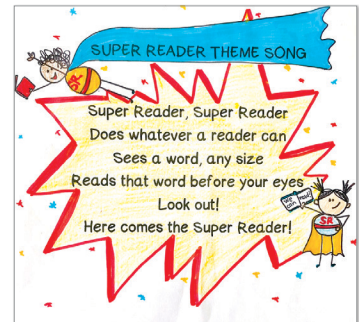
"Let's use the Spanish way of saying 'Yes I can.' Okay? I'll ask again and if you can use that power, say '¡Sí yo puedo!'"

I asked, "Can you use pointer power?" "Can you use slider power?" and "Can you use snap-word power?" and each time, the kids answered, "¡Sí yo puedo!"

"With all those powers, I definitely think we need to sing the Super Reader song again, don't you? I'll sing it once, then all of you sing it."

◆ **Name the teaching point.**

"Today I want to teach you that when you are reading words, you need to be careful because some words look a lot alike. You need to slide through each sound all the way until you get to the tippy tip end of the word."



TEACHING

Lead students in decoding two visually similar CVC words. Dramatize the need to fully decode words by showing the different messages each word conveys.

"Lots and lots of words look *almost* the same. If you don't read *all* of the letters, then you will get words mixed up and your reading won't make sense. Let me show you what I mean." I placed two word cards under the document camera.

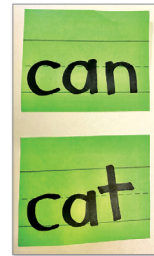
"Are these the same words or different?" After a moment students began to call out, "Different!"

I confirmed their response. "You're right! These two words start the same way, but look," I pointed to the last letter in each word, "you can tell this word if you look *all* the way through the letters to the tippy tip end of the word. Let's slide through the sounds in each word and read them." I slid my finger underneath the words and we blended them chorally.

"*Can. Cat.* These are two different words that mean different things." I displayed a sentence starter under the document camera and moved the card with *cat* to the end.

"Let's read this sentence together. Make sure you look at each letter sound in the word. Let's see what this sentence says! 'I like to pat my cat.' *Cat!* Not *can*, because there is a *t* at the end. That also makes sense, right?"

"Do you see how important it is to read to the tippy tip end of the word? This doesn't say 'I like to pat my can,' because there isn't an *n* at the end of the word! And that would be a very silly sentence! You wouldn't pat a can, would you?"



When teaching kids to look all the way across words, it helps to show them a bunch of words that are the same, save for the last letter.



ACTIVE ENGAGEMENT

Set kids up to read minimal contrast word cards with words from their book.

I pointed to the bins at the edge of each row on the rug. “Readers, Mighty Reader left a book for you to read today and it’s about Mighty Reader’s . . .” I tapped the card with *cat* and kids filled in the word. “Yes! Before you read it, here are a few things about the cat. That way, you’ll know what words to expect.

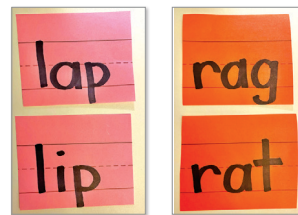
“The *cat* really loves to curl up on Mighty Reader’s . . .” I revealed two words. “Read both words. Which one fits?”

I pointed to the top word. “Yes. She likes to sit on Mighty Reader’s lap, not *lip*! That would be so silly. Both of these words look *almost* the same. Only the middle is different! Let’s read these words one more time.” I guided students through rereading *lap* and *lip*.

“Here’s one more thing. Mighty Reader’s cat chases a . . .” I revealed two more words. “These two words also look *almost* the same! Slide through each sound. Thumb up when you think you know which word we’ll see in the book.” I paused until I saw a lot of thumbs.

“You’re right! Mighty Reader’s cat couldn’t chase a rag. A rag doesn’t move! But she could chase a rat.”

Pairs of words that differ by only one grapheme are often called “minimal contrast pairs” (Blevins 2017). Minimal contrast pairs are a useful way to encourage students to fully analyze words. Generally, words in which the initial letter differs are easiest, followed by words in which the final letter varies, and finally, words in which the medial vowel varies.



Circulate, drawing on coaching moves to support decoding and those that respond when kids read incorrectly (see Unit Essentials). These are some of those prompts:

RUG TIME ◆

Encourage partners to read a new decodable text on the rug. Circulate.

“Are you ready now to read all about Mighty Reader’s cat and why she is sad? As you read with your partner, follow Mighty Reader’s advice. Read *all* the letters and slide through each sound.” I gave each student a copy of *The Cat* and coached them as they read together.

LINK

Remind kids to read the whole word, then send them off to read independently.

“Readers, when you use your slider power, it is so important to slide through *all* the sounds in a word. You have to look at *all* the letters, all the way to the tippy tip end of the word. And that is because lots of words look almost the same.

“So, when you go off to read on your own today, will you only look at the first letter of the word and guess the rest?” The kids called out *nooo!* “Will you only look at some letters, but not all?” The kids called out *nooo!* once more. “Will you look at *all* the letters and slide through *all* the sounds, so you can really read the word?” The kids called out, “Yes!”

“Okay, Super Readers! Your mission today is to do more super reading! *The Cat* is now in your bin, along with all the other things too. Get reading!” I sent the students to their tables for private reading.

Possible Coaching Moves to Support:

Decoding 

- ▶ “Slide across the sounds. That’s it, now put them together.”

Monitoring

- ▶ “You noticed that word didn’t make sense and you went back and fixed it up. That’s what Super Readers do!”
- ▶ “Did that make sense? Look again!”

Embedded Professional Learning

As you study this sample session, you’ll notice coaching italics in the margins of the minilesson. These are designed to be the **teacher’s personal coach, providing bits of wisdom, background knowledge, and guidance when leading each lesson**. The italics printed in blue guide teachers to consider ways to provide access for MLLs.

Work Time

As children read during work time, both independently and in partnerships, the teacher will observe, listen, assess, and teach into each student's zone of proximal development.

To support this teaching, each session includes guidance for the small groups and conferences that students are most likely to benefit from, along with the irresistible charts and tools needed for teaching.

Work Time

BEND 1

Tips for Shared Reading of Decodable Texts with MLLs (U3BI)

Selecting Students for This Group

- It is important to note, as we did earlier, that this group is not only for MLLs, but for any students who might benefit from an extra scaffold when beginning to read in connected text. Shared reading is a great method for getting books into students' partner bins that they've had scaffolded practice reading with a teacher, so don't hesitate to lead this group with kids who have all sorts of language practices, but could benefit from that scaffold.
- Choose students with varied levels of English proficiency so that students engage in language learning together.

Text Selection

- Whenever possible, choose books about topics that are familiar to students. Kids will be more successful in decoding words and understanding what their books mean. Background and prior knowledge is something that supports readers, especially when reading in a language that is new.
- Ideally choose books that address a topic that the children have already been reading about. For instance, if kids have been reading books about pets, you might choose *Mabel's Cat*.
- Make sure your text selections can be decoded, have supportive pictures, and have a storyline that is easy to follow.

Before Reading

- Consider reminding children that when they encounter words they don't understand, they can look at the picture and reread the sentence to think hard about what the word *could* mean.
- You may decide to preteach a word or two, leaving other vocabulary words for kids to tackle as they read. If you do so, you might embed the word in your book introduction, using the word from the book without giving away everything that happens. For instance, in *Mabel's Cat*, you might say: "Mabel the elephant (point to Mabel) has a cat."
- If the words are nouns, like *pan* from *Mabel's Cat*, encourage kids to see if the pictures can help them understand the words. Channel them to point to the picture of *pan* and say it a few times together. If the words are verbs, encourage kids to act out what the word might mean, and if needed, do so yourself.

During Reading

- Lighten up your scaffolding so as to channel kids to use their decoding skills when called for. It will be easiest for kids to decode a word you introduced before reading.
- Once kids have decoded a word, invite them to reread the sentence again, thinking about the meaning. Invite them to find what the word signifies in the pictures, talk about what it means or to act it out.
- Consider providing kids with sticky notes to create picture labels for some words in their books. In *Mabel's Cat*, for instance, you might have kids act out the word *mad*, then write it on a sticky note, draw a quick face, and put it on the page where Mabel is mad.

After Reading

- Depending on time, you might channel students to work with partners to retell the story, using the picto-labels and pictures in the book to help. The retell will likely sound very similar to the book introduction, with more added in.

MID-WORKSHOP TEACHING ♦ Partners Help One Another Blend the Word Together

"Super Readers, as you read with your partner today, not only can you remind your partner to use their slider power, but you can help them listen for the word as they try to blend those sounds together! Just saying the sounds in the word is not enough! Remember, readers put those sounds together to say a word that will make sense as well!"

"If I read the word /p/-/ɒ/-/t/, have I said the word? Nope! I've just said the sounds. Help me blend it together to say the word."

"Pot!"

"That's it! So as you are reading with partners, make sure you say the word, not just the sounds! If it doesn't make sense, tell your partner to try again. You can both try and figure out what the word is."

"Begin by reading at least one book from your partner bin together, making sure you say the words, not just the sounds as you read. Then, decide! Read more books from your partner bin or read from your table bin."

SMALL GROUP ♦ Decoding CVC Words in Isolation and in Context (U3BI)

There are times when you might want to support kids as they decode CVC words in isolation *and* in context. This adaptation of the blueprint "Small Group: Decoding CVC Words in Isolation" can be used. For this small group, you'll need CVC word cards and a decodable text. We chose "CVC Words Featuring One Short Vowel, Short O" word cards and the Unit Reader *The Pop*. See the "Word-Solving Coaching Guide" for a full list of coaching moves to support decoding.

TRY IT #1

Invite students to begin reading the CVC word cards. Coach by leaning on your repertoire of prompts to support decoding.

"Readers, I have some word cards here for you to read. They all have the vowel o. It makes the sound /ɒ/ like in *octopus*. Read each word by sliding across the sounds using your slider power and blending them back together!"

TRY IT #2

Distribute a text so that students can decode in context. Continue to coach students using your repertoire of prompts.

"Here's a story for you to read. It's called *The Pop*. In it, Mabel and Pat are making a snack. It goes *pop* in the pot. You'll have to read it and find out what they make. But watch out. This story has lots of words with the vowel o, like the words you just read. Remember, slide across the sounds!"



Possible Coaching Moves to Support Decoding:

- "You used your slider power to read that word! Keep going!"
- "Slide across the sounds. That's it, now put them together."
- (Point to the vowel.) "What's the vowel? What's the sound?" (If necessary, provide the sound.) "Now slide through the word."

Mid-Workshop Teaching

After about fifteen minutes of independent reading, the teacher will lead a mid-workshop teaching point. Often this will influence what kids do on their own prior to partner time, then it will channel them to interact with their partner, and then it will direct them toward the last section of reading time, which is usually a time for partner reading. When they read with a partner, children can engage in see-saw reading (with partners alternating pages), echo reading, choral reading, or they can read up to an agreed-upon stopping point and then talk.

"I really appreciate all the embedded phonics, from online videos to pages in the units with suggestions for teaching points—these new components are so helpful!"

—Amanda

Grade K Teacher, Moraga, CA

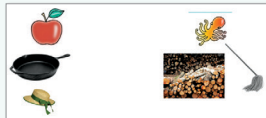
BEND 1

Bringing More Phonics and Phonological Awareness to the Forefront of Your Guided Reading (U3BI)

If students need more practice with phonics in isolation or phonological awareness you might lead a warm-up, prior to introducing the text in **"Guided Reading to Orchestrate One-to-One Matching, High-Frequency Word Reading, and Decoding CVC Words"** small groups. These can be adapted to support many skills.

1 Sorting: Sound Isolation

Gather several objects or images all containing targeted sounds (for example, medial *ă* vs. *ō*). Coach students to sort these objects into two groups—say the object's name, then isolate the targeted sound.



2 Robot Talk: Blending Phonemes

Tell students, "Let's do some robot talk to warm up your ear muscles. I'll talk like a robot and you tell me the word I'm saying. If I say /kăăăt/, you would say *cat*." Share several words containing sounds that will be targeted in the text. For example, if the text features CVC words with short *a* and short *i*:

- /tăăp/ (tap)
- /făăann/ (fan)
- /sssîit/ (sit)
- /lîîid/ (lid)

3 Making Words: Phonic Blending

Gather magnetic letters, or use a virtual tool such as Google Jamboard, and select a phonics concept to target (we use CVC words with /ă/ below). You might say, "Make the word *cap*. Now change /k/ to /t/. What's the new word?" Repeat this a few times.



4 Word Reading: Automatic Word Recognition

Partner students and give each a stack of cards with familiar words. Invite them to quickly quiz each other, making two piles—words they can read in a snap and those they need to work to solve. Work as a group to use your sight word teaching routine to review any words in the later pile.



We Can All Do Special Things and Characters Can Too

Ask students to bring a book from their bin. Channel students to read a chant and invite them to add other things they can do.

"Readers, bring a book to the rug for a share."

When the class settled, I said, "Look what Mabel wrote, a little chant about things that some of you can do. All people can do different things. All people's bodies can do different things. It's one of the ways we're all special. As you read, see if it's something you can do or if it's something you don't do. Why don't you try and read it with your partner first, without me? You can do that! ¡Sí yo puedo!"

"Yes I can!" the children cheered. I left them to work on reading it together. Then we reread it all together and put some actions with it.

"Were there some things on there you could do? And some you don't? Right now, think of some of the things you can do. The things that make you special. Call out things that you can do!"

"Color!"

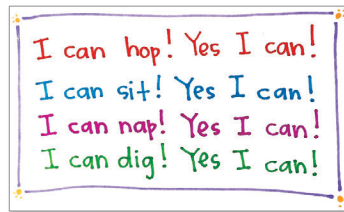
"Play baseball!"

"Go down the slide!"

"Make cookies!"

Invite students to look back in their books to see if the characters do things they do too, or if they do different things.

"There are so many things you can each do. Things that make you special! When you were reading today, did you see that the characters in your books could do things, too? Were there things that you can do? Were there things that you don't do? Look back in your books again, with your partner, and think about the things you can do. Let's see what we can learn about the characters in our books and one another!"



Share

The share is framed by a small amount of teacher talk, which sometimes takes the form of celebrating what a few readers have done in ways that apply to other readers. Sometimes the teacher will follow up on the topic addressed in that day's minilesson. The teacher might also use the share to offer students more practice with a given skill or repertoire of strategies.

Each bend in the Units of Study includes a section that outlines the key skills that are taught across the bend, then **the “key skills” name the learning targets of that bend.** Then each bend provides **“blueprint methods” to give teachers clear 5–7-minute small-group lesson plans that align to these learning goals.**

Developing Key Skills Across Each Bend

The key skills of Bend I of *Super Powers* are **decoding CVC words through additive and whole-word blending, orchestrating early reading skills including finger-pointing, automatic word recognition, and CVC decoding, and building vocabulary to support the work of decoding.** This sample shows the blueprint method for coaching students to orchestrate early reading skills.

BEND I

Beginning to Read Text by Orchestrating Skills: Finger-Pointing, Recognizing High-Frequency Words, and CVC Decoding

To read, a child needs to see a cluster of letters on the page and recognize that this is one word, and to note whether this is a word the child “just knows” or whether it is one the child needs to slide across. You will have taught your students some words that they will encounter often in texts (and use often in their writing). As they read and reread patterned books in Unit 2, they will have repeatedly encountered words and so by now they’ll have a bank of words they recognize with automaticity. For some children, once they have decoded a word a few times, that word enters their sight vocabulary, whereas for other children, as many as thirty encounters with words are required before those words become automatic. In any case, the child needs to recognize the words they know, and to slide across the words they don’t know. There is work involved in managing this—in doing the all-important one-to-one matching work, then recognizing high-frequency words, and decoding yet other words. The reader needs to orchestrate all those skills to read sentences, books. It is not different than learning to ride a bike—you need to pedal, balance, and steer, all while moving down the road. Novice bike riders benefit from training wheels that offer light support as needed, and that’s what your teaching needs to provide.

Your children will spend a lot of reading time reading simple decodable books by pointing one to one, recognizing familiar high-frequency words, and decoding unfamiliar CVC words. To provide support for orchestration of skills, watch to see if the child’s pointing needs support, if the child’s work with high-frequency words needs support, or if the child’s decoding needs support, and then coach lightly toward whatever is needed.

BLUEPRINT METHOD FOR SMALL GROUP ♦ Guided Reading to Orchestrate One-to-One Matching, High-Frequency Word Reading, and Decoding CVC Words

If your students know about twenty letters and sounds and a handful of high-frequency words, they’ll be ready for this group. If some need precursor work with the alphabet or snap words, they’ll still need this group, just a little later in the unit.


While your guided reading is ultimately designed to help kids get started orchestrating one-to-one matching, high-frequency word recognition, and decoding of CVC words, this group helps you ease into that by first **highlighting just one of the skills the kids will soon be orchestrating** at a time. For example, you might remind them of a few high-frequency words they’ve been taught that will show up in this text or you might take them to two or perhaps three CVC words and support them in sliding across them.

- After that work on one skill, you’ll generally **introduce the book** with a sentence that draws kids into the main problem or storyline. Often, you’ll end that introduction by saying, “Let’s read to find out . . .”
- Then **distribute the book in a staggered way.** Get alternate children started first, then launch the others, so you subtly discourage choral reading and support independent reading.
- As you do this, **remind kids** to point at the words, and to **think about whether the words are ones they know in a snap or are words to slide through.**

- While kids read, you'll coach, supporting any and all of the three skills. Pay attention to the coaching you give most often, or the skill this group needs the most support with, because this will inform your final teaching point. **To coach, draw on prompts that support one-to-one, high-frequency words, and decoding.**
- If some kids finish early, say, "Reread." Once all the students finish reading, **channel the kids to talk in pairs about the book** for half a minute.
- You'll **name a teaching point** to wrap up the small group. It might sound like this: "When you get to words like **win**, you need to slide through every sound like this: /www iiiii nnn/."
- Then, **suggest kids reread to practice** that teaching point. As they reread, your coaching should focus on the specific teaching point you named for them.
- Before they finish rereading, **invite students to go off, keeping their copy of the book**, adding it to their book baggie so they can reread it often.

SMALL GROUP ♦ Guided Reading to Orchestrate One-to-One Matching, High-Frequency Word Reading, and Decoding CVC Words U3B1, S2, 3, 4, 6

For this small group we used the Unit Reader *Mabel's Kit*.

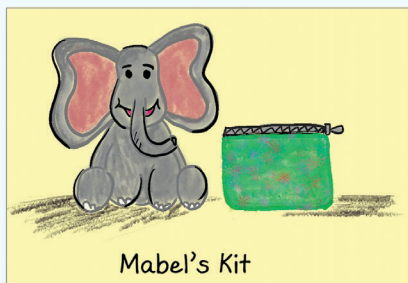
See "Concepts about Print Coaching Guide" (U2) and "Word-Solving Coaching Guide" (U3B1) for coaching moves to support one-to-one high-frequency words, and decoding. 

Highlight one of the skills kids will soon be orchestrating. Then introduce the book.

"Readers, I thought you'd like to read a new book. Before I show it to you, let's read a few of the words you'll see inside of it." Reveal an index card with the word *kit* written on it and then put your finger under the *k* in *kit* and guide students to decode with you. "/kiiiiit/, *kit!*"


"Here's another word you'll see." Show a second index card with the word *zip* and, once again, lead students through the process of decoding the word.

Reveal one copy of the book. "This book is called *Mabel's Kit*. In it, Mabel wins a kit. Something bad happens to it! You'll have to read to find out what happens to Mabel's kit."



Distribute the book in a staggered way, remind kids to orchestrate. Coach, drawing on prompts.

"As you read, you'll want to point to each word. Some words you'll know in a snap! Some you'll have to sllllllidddeee through, just like we did with the word *kit* and *zip*. Once you get your copy of *Mabel's Kit*, get started reading!"

Possible Coaching Moves to Support One-to-One, High-Frequency Words: Decoding 

- "Remember to give each word one tap."
- "If you know a word in a snap, you just read it! You don't need to slide through the sounds."
- "Can you find the word the? That's it. Now reread, using that word."
- "Slide across the sounds. That's it, now put them together."
- "Watch me!" Slide your finger underneath the word, saying each sound, then slide again, faster, and blend the word together. "You try!"

Replicable Small Group Instruction

The blueprint methods for each bend give teachers **easy-to-follow steps to lead replicable small groups that will support development of the key skills that are highlighted across the bend.**

There are also suggestions for ways **teachers can adjust these plans to respond to the needs of students who would benefit from more scaffolding or to students who are ready for more of a challenge.**

Coaching Moves

Across the Blueprint Methods pages, **possible coaching moves** are outlined at point of use to help teachers provide students with the specific types of additional guidance and support they are likely to need during small group instruction.

BEND 1

Possible Coaching Moves:

- ▶ "Use the book to help."
- ▶ "First . . . then . . ."
- ▶ "What was the trouble? How did it get fixed?"

Channel the kids to talk in pairs about the book. Listen in, coaching.

"Readers, tell the person next to you what happened in *Mabel's Kit*. What did she find inside and what trouble happened? Tell the person next to you!"

Name a teaching point. Then suggest that kids go off, keeping their copy of the book.

"Readers, one way to make your reading go faster is to remember that you don't need to slide through every word. When you come to a word you just know, you can just look at it and then say, 'I know you!' Then you can read that word in a snap!"

"Let's look back at the first page of *Mabel's Kit*. Is there a word you just know?" Kids called out several. Nodding, I said, "So now, read that page."

"After this, when you are reading books from your bin, remember there are some words you can read in a snap, and some words you slide across."



Grade 1 Sample Session ♦ Advanced Decoding Work

The next two sample sessions and blueprint methods are from *Readers Have Big Jobs to Do*, the fourth unit in the grade 1 Units of Study in Reading series. **This unit aims to support first grade readers to transition from a reading diet of mostly decodable books and carefully-selected leveled books to less-controlled trade books.** To make that transition a smooth one, this unit helps readers strengthen the skills they'll need to be confident, independent readers.

Session 2

Instructional Arc of the Unit

This unit launches with a focus on **monitoring for word accuracy, with direct instruction to model and coach readers to practice the work of stopping closer to the point of error to self-correct.** Students also learn and practice strategies for **comprehension monitoring.**

In the second bend of the unit, the sessions focus on the **comprehension skills necessary to tackle more complex texts**—specifically, envisioning, predicting, understanding new vocabulary, and summarizing.

The third bend—the bend where these sample sessions can be found—hones in on the **decoding skills needed to solve complex words.** The bend ends with sessions that support first graders with **building fluency with an emphasis on phrasing and prosody.**



Readers Need to Be Flexible with Vowel Teams

In This Session




TODAY YOU will carry on the bend's study of new graphemes, this time leading students on an inquiry to discover how the same vowel teams, like *ow* and *oo*, can spell two different sounds. You'll ask students to join you in being a flexible word solver, decoding words with *ow* and *oo*. Then you'll invite the class to read and decode the first few pages of a new demonstration text, the decodable text *Soojin Draws a Story* by Elizabeth Franco. Before children begin reading, you'll ask them to make sound cards to add to their collection and review their stack to reinforce their knowledge of these new phonics concepts. Midway through the workshop, you'll position today's job of figuring out tricky words into the greater comprehension work kids will continue to do. Your share will set the stage for the rest of the unit, recruiting your students to take on the job of making audiobooks.



TODAY YOUR STUDENTS will continue to decode words part by part, this time with added attention to staying flexible when decoding vowel teams. Just as in the previous session where they practiced spotting special parts like *ou* and trying the sound the vowel team makes, today they will practice spotting other graphemes like *ow* and *oo* and trying *both* sounds the vowel teams make, monitoring to see which sound makes sense in the

word they read. Students will add these new graphemes to their sound card collection and review their stack before starting their books. As kids read, you'll want to balance your small groups and conferring to address both word solving and comprehension, making sure students don't leave behind the work they've learned to do. In the mid-workshop teaching, students will share strategies for addressing word, story, and vocabulary clunks and later will coach their partners to remain flexible when solving words. Students will receive a letter from the principal in the share, asking them to take on a new job: making audiobooks for kindergartners.

Getting Ready

YOU WILL NEED . . .

- to display a collection of sentences featuring words with different pronunciations of the same vowel team. 
- to place two sentences in your "Very Tricky Words" basket with the words *growing* and *stool* to use in your demonstration. 
- to display the Jump Rope Reader demonstration text, *Soojin Draws a Story* by Elizabeth Franco. 

- to display the "Be the Boss of Your Reading" chart (see Mid-Workshop Teaching). 
- to print a letter you'll share from the principal. You'll display the letter for the class to read (see Share). 
- to draw a set of Elkonin boxes.

STUDENTS WILL NEED . . .

- blank index cards to create sound cards for *oo* and *ow* to add to their sound card ring.
- a whiteboard and marker.

Phonological Awareness Extension

Segmenting Words with Vowel Teams

For this extension, you'll need to draw Elkonin boxes. Students will need a whiteboard and marker.

Invite students to segment the sounds of a word with a vowel team. Use Elkonin boxes to highlight the sounds. Then, channel kids to spell the word. Repeat this process several times.

"Grab those hard hats and let's listen for sounds to build big words. Listen closely for the sounds in each word, especially the sounds that go with the vowel teams *ou*, *ow*, and *oo*. The first word is *clouds*. The sky was filled with puffy clouds. *Clouds*."

"Say the word slowly. How many sounds do you hear?" I gave students a moment to do this. "Yes! Five sounds." I drew one Elkonin box for each sound. "Now say the word again and help me push a sound into each box. *Clllloodsss*." I demonstrated how to push a sound into each box with my finger as children did the same. We pushed the sounds a second time, this time segmenting each individual sound.

"Now spell the sounds. What letters do you need? Say *clouds* again and write each sound." I coached students as needed. "The vowel sound is a little tricky. Let's stretch it again to figure it out. *Clloodsss*. What sound do you hear? Yes, /ou/. What letters often spell /ou/?" After a moment, I modeled the correct spelling. "In the word *clouds*, *oo* spells /ou/."

We repeated the process with the words *brooms* and *blowing*. "Hold your boards up to show the words you've built!"

Phonological Awareness Extensions

Each session includes a **Phonological Awareness Extension**. These are short lessons (many accompanied by videos in teachers' Online Resources) to reinforce a particular phoneme or set of phonemes and engage the class in a fun activity that strengthens their ability to **segment, blend, or manipulate the sound**.

Minilesson

Readers Need to Be Flexible with Vowel Teams

CONNECTION

Lead students on an inquiry to discover that the vowel teams *oo* and *ow* can make two different sounds.

"Readers, did you have fun in the previous lesson teaching someone about the word parts you know? I hope so! When you teach someone about reading, it helps you to pay way more attention to letters and words and how they work. And when you pay attention, you start to notice the most interesting things, like this!"

I displayed a collection of sentences under the document camera featuring words with different pronunciations of the same vowel team. "Can you figure out the sound of the vowel team in each word?"

"These first two sentences both have the vowel team *ow*. Listen carefully as I read them. What sound is the *ow* making in each word?" I read both sentences and then repeated the *ow* words in isolation. "Talk to your partner. Tell them what you are noticing about the sound of *ow* in *show* and *shower*." I gave students a moment to talk. "Yes! You noticed that *ow* has the /ou/ sound in *shower*. But in the word *show*, it has the /ō/ sound. This same vowel team spells two different sounds!" We then repeated the same process to name the two sounds of *oo*.

"The vowel teams *ow* and *oo* are special parts that you need to learn. But the thing that can make words with these parts a little tricky is that they have two sounds and there are LOTS of words with both of these sounds! So how do you know which sound to use when you are trying to read a word? Here's a tip to help."

◆ Name the teaching point.

"Today I want to remind you that readers need to be flexible with vowel sounds. When they spot a word with a special part like *ow* or *oo*, they need to remember the *two* sounds of these vowel teams. They can try one sound and then the other to find a word that makes sense."

TEACHING

Highlight how students are flexible problem solvers all day. Channel them to be just as flexible to solve words with the vowel teams *oo* and *ow*.

"I know you can do this work in your books, because this is a class of problem solvers. You know how to spot problems and use everything you know to fix them. In fact, I bet you solve problems all day long, like when the zipper gets stuck on your coat, or when you're playing catch and the ball flies over the fence, or when you're doing a puzzle and the pieces won't fit. So, tell me, when you face a problem, do you try one thing, and if it doesn't work, do you just give up forever?" The kids shook their heads, giggling, insisting they remained persistent. "You're right. Problem solvers don't give up after the first try—especially when they are reading. They try it another way."

"Our 'Very Tricky Words' basket has some new challenges. Let's work together to read these sentences. We'll need to look out for words with *oo* and *ow*, remembering that when one sound doesn't work, we need to . . ."

I had a **shower**.

Can you **show** me the way?

I like reading **books**.

I put my **boots** on my feet.

*This session assumes that your students have already studied the vowel teams *ow* and *oo* during their phonics instruction. Today's session reviews these vowel teams and teaches kids to be flexible when encountering these words in text.*

Overview of a Bend

Sessions 1 through 4 of Bend III in the *Readers Have Big Jobs to Do* unit support teachers with **explicit teaching of foundational skills** (session 2 shown here). These **10-minute minilessons** set teachers up to model and coach decoding strategies, specifically with **diphthongs, vowel team flexibility, multisyllabic words, and syllable -le**. The content of these lessons **complements the work first graders will be doing during phonics workshop** and aims to support students to transfer that knowledge to **recognize and use more challenging graphemes as they read**. The teacher provides **direct instruction with decoding words both in isolation as well as in a decodable or connected text**.

BEND III

"Try it another way!" voices filled in.

"That's right, problem solvers. Let's go for it." I reached in the basket and pulled out a card, displaying it so the class could see.

Before reading the sentence, I pointed to the word *growing*. "This word has *ow*. *ow* can spell /ou/ or /ō/. Let me try the /ou/ sound. /Gr/-/ou/-/ing/. Hmm, . . . that doesn't make sense. That's not a real word. Let me try it another way, with the /ō/ sound. /Gr/-/ō/-/ing/. Growing! That's a word we know! *We are growing vegetables*," I said, reading the sentence under the word. Does that make sense?" The kids nodded in approval. "Ready for another?" I pulled a second card from the basket and displayed it.

growing
We are growing vegetables.

"I spy a word with *oo*. Thumbs up if you do too. Don't shout it out if you know the word in a snap. Let's make sure everyone has a chance to solve and check it. Remember, *oo* has two different sounds: /ōō/ like in *soon* and /ōō/ like in *book*. Work with your partner to read this sentence and solve the word. Check that it makes sense." I prompted partners to work together, giving them a minute to solve and check the word. Then I called them together so we could read the sentence together, noting the /ōō/ sound in *stool*.

stool
She had to use a stool to reach the sink.

"Readers, it's important to remember that the same part can spell two different sounds. That's why it's so important to remember to be flexible, trying the part one way, then another to solve it."

ACTIVE ENGAGEMENT

Demonstrate flexibly solving words with *oo* and *ow* in a continuous text. Invite the class to continue reading and decoding with you.

"Let's practice that some more in a book. In fact, I have a new story I'd like to share with you!" I held it up. "It's a story about a girl named Soojin who loves to draw and has a *big* imagination. And she uses her imagination to help solve real problems. In this book, *Soojin Draws a Story*, she wants to escape writing workshop! It's true! She doesn't like writing. I think spelling hard words gets in her way. Let's read a bit of this story together. And if we spot a word with a word part like *oo* or *ow*, we'll try the sound two ways so those hard words won't get in *our* way. Ready?" The kids nodded and I displayed the text. I read the first two pages aloud, pausing just before the word *frown* on page 2.

The only problem is,
I don't like to write. At all.

I slump down in my chair
and get out my folder.

I frown at all the stories
that I started but never finished.

I put my finger under the word. "I spot *ow*. Let's solve it. Fr-ohhh-n. Frone? I frone?" I shook my head. "That doesn't make sense. Let's try it another way. *ow* also makes the sound /ou/ like in *how*. Fr-ow-n. Frow-n. Frown! I frown. Does that make sense?" The kids nodded in approval. I read the sentence and confirmed. "It does make sense. In this word, the *ow* spells the /ou/ sound.

*Researchers who have studied the reliability of spellings and their associated sounds suggest that when teaching about a vowel team such as *ow*, with two common sounds, you teach both sounds at the same time. Then, teach students to be flexible so they develop a "set for diversity," an understanding that letter combinations can work in different ways and that context can help to confirm the pronunciation of a word (Johnston 2001).*



Sessions 5 and 6 hone in on the work readers need to do to **build fluency**. The first of these sessions leads with an **inquiry lesson**. Students **study an exemplar**, using an audiobook to provide a **clear and high expectation for reading fluency**. Together, the class determines the moves expert readers make to sound smooth and expressive. At the end of the workshop, students **work with partners to set goals and share feedback**. The following session follows up on this inquiry work with an **explicit lesson that models reading with prosody and sets students up to practice**. This lesson also sets kids up to **record their own audiobooks** in preparation for the unit celebration.

BEND III

Link

The minilesson ends with the teacher restating what has been taught in the minilesson, doing so in a way that is transferable to another day and another text. Often, the teaching point gets added to a class chart—an anchor chart—that compiles what has been taught across a number of sessions, so children have a visual reminder in the classroom of the repertoire of strategies they have been studying.

"Let's keep going." I invited the class to join me as we read on to pages 3, 4, and 5, this time pausing to solve and check the words *down*, *bowl*, *show*, and *how*, noting the different sounds of *ow*.

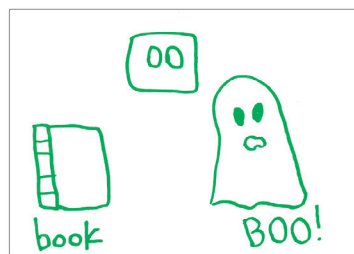
I paused to recap. "So, readers, you know that when you spot a vowel in a word, you need to decide which sound it's making. Vowel teams like *ow* might make the sound /ou/ or the sound /ō/. Try it both ways, checking which word makes sense."

LINK

Invite readers to make sound cards for the *oo* and *ow* vowel teams and add them to their stack. Suggest they review their cards before they read.

"Readers, we'll pause here for now. I can't wait to find out how Soojin solves the problem in this story. The work we did to solve and check words in this story is the same work you can do to problem solve in your own books. Remember, when one way doesn't work, be flexible! Try it another way. Look out for vowel teams and try the sound another way if you need to. You'll especially want to remember the two sounds that *ow* and *oo* make, trying the vowel team both ways, making sure the word makes sense.

"You might want to add these vowel teams to your sound card stack." I held up a few blank cards. "I'll leave a few blank cards on your tables. You can use them to add to your ring to help you remember the two sounds of *ow* and *oo*. Your sound cards are helpful for teaching others and also for teaching yourself! You can quickly review your sound cards before you read so you're ready to spot these tricky word parts in a book and use what you know to solve them. Ready problem solvers? Off you go!"



SMALL GROUP ♦ Solving Words with the Many Sounds of **OU**

Words with *ou* can be challenging because the vowel team can represent five different sounds. One way readers solve these words is to use what they know about phonics to come up with a pronunciation that is close. Then they'll think about what makes sense. They use meaning as an assist in word solving (Scanlon and Anderson 2020). Note that these readers are not guessing a word based on meaning. They *first* use their phonics knowledge to try decoding the word and then use meaning to adjust their pronunciation. Some readers need explicit instruction to learn to do this.

For this small group, you will need to display a set of sentences featuring words containing the *ou* grapheme for partners to read. 

RALLY

Have students listen for the sounds of *ou*. Demonstrate decoding a word with *ou* using meaning to assist with word solving.

"*OU* is a tricky vowel team! It *usually* makes the /ou/ sound, like in the word *cloud*, but it can stand for other sounds too! Listen for the sound that goes with *ou* in this word." I displayed the word *group* and read it. "Yes! In this word, *ou* spells the /ōō/." We repeated the process with the words *tough* and *boulder*, isolating the /ū/ and /ō/ sounds.

"It can be hard to remember all the sounds *ou* spells! Here's a tip. If you try the sounds you *do* remember, especially the /ou/ sound it usually spells, you might not say the word exactly right, but you will probably get close. Then you can think about what makes sense to solve it. Watch."

I bumped my arm and hurt my shoulder.

I displayed a sentence and read it, using the most common /ou/ pronunciation for the vowel team. "That's not right!" I reread the sentence this time trying the /ōō/ sound. "I hurt my shoolder? Oh! *Shoulder!* I hurt my shoulder. That makes sense! Did you see what I did? I tried a few different sounds for *ou*, and that helped me get close to the right word. Then, I thought about what made sense."

TRY IT #1

Invite partners to read a list of sentences with words featuring the *ou* grapheme.

"Will you read these sentences? Remember, *ou* usually spells the /ou/ sound. But you may have to try another sound and think about what makes sense!" I listened in, coaching as needed.

LINK

Remind readers to be flexible when solving words with *ou* and monitor for sense.

"Words with *ou* can be tricky because *ou* spells so many different sounds! To solve these words, try a couple of sounds that you can remember, and think about what makes sense. As you go back to your reading, use what you've learned to figure out words with *ou*!"

I bumped my arm and hurt my shoulder.

The drums were so loud!

I have a big family with lots of cousins.

The tiger licked the wound on his paw.

We live in this house.

For lunch, we had some soup.

Work Time

After the teacher gets the class engaged in sustainable reading, either individually or with partners, she shifts to leading small groups and conferring. The work time section clearly outlines the conferences, small groups, and tools teachers will lean on to support each day's task and respond to predictable needs.

BEND III

Responsive Teaching

The bulk of reading workshop is time when students are reading independently. During that time, the teacher supports students by provisioning them with a range of reading materials that meet their needs and by leading responsive small groups and conferences that are based on assessment data, often meeting with a small group a few times across a week or two to provide ongoing support. The mid-workshop teaching point, partner reading time, and share offer additional opportunities for assessment-based coaching.

MID-WORKSHOP TEACHING ♦ Be the Boss of Your Reading in Every Way

Use a familiar chart to help readers to do a quick check of their reading.

I pointed to our “Be the Boss of Your Reading” anchor chart. I touched the “word clunk” sticky note on the chart. “Put your hand up if you hit a word clunk today—a word you had to figure out. Tell the person beside you how you figured it out!” I gave kids a moment to talk. I heard students say they read the word part by part, tried the vowel another way, and checked that the word made sense.

“Now touch your nose if you hit a story clunk—if you thought, ‘Uh, oh, I don’t understand what’s happening.’ Turn and talk. What can you do to help you understand your books?” I touched the “story clunk” sticky note as I gave kids a few seconds to brainstorm and highlighted strategies, such as stopping to retell part of the text and envisioning. I then touched the “vocabulary clunk” sticky note. “And tug on your ears if you found a word you could read, but you didn’t understand what it meant. What can you do when this happens?” I let children talk and shared out some strategies.

“Readers, don’t forget that reading bosses don’t just figure out tricky words—you also have to make sure you are understanding your books. Keep reading and make sure you are being the boss in every way!”

Transition students to partner reading.

After another ten minutes, I called out, “It’s time for partner reading. As you read together, help your partner watch out for tricky word parts like *ow* and remind your partner of the sounds to try. Remember, if one way of fixing a problem doesn’t work, help each other try another way.”



Learning New Graphemes Through Inquiry (U4BIII)

As you repeat the blueprint for the “**Small Group: Teaching New Graphemes**,” you might include more of what Heidi Anne Mesmer (2019) refers to as *inductive tension*. When children are asked to think inductively, they work on their own to try understanding something. This approach helps kids own their learning, gives us insight into their thinking, and often increases engagement. There’s still a place for explicit teaching, *after* children have done some thinking. Here’s one way to modify this small group.

During the RALLY and TRY IT #1, instead of telling children the grapheme and its sound, ask them to be word detectives. Pass out some words with the same grapheme for kids to study. First, read the words together. Then ask partners to figure out how the sounds in each word are spelled.

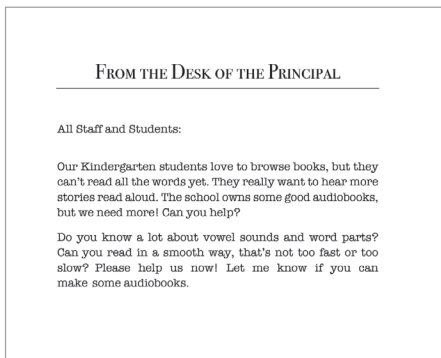
During TRY IT #2 and LINK, explicitly name the phonics feature your students discovered. You might say, “Wow! You noticed that *aw* spells the /ô/ sound. Those two letters are working together.” Demonstrate how to read a new word with the grapheme. Then coach students to use this learning to read some sentences or a short text before applying this work to their books.



Bosses Take on a New Job

Share a job posting that sets the stage for the end of your unit. Invite the class to read it, using what they know about the sounds of *ou*, *oo*, and *ow*.

I ushered the class to gather in the meeting area in a hurry. “Quick! Quick! I have something important to show you!” When children were in their spots, I held up a letter. “This was just delivered. It’s from the principal. You should hear this!” I displayed the letter so kids could see the text.



“Whenever you read anything, you need to use all your problem-solving skills. As we read this email, let’s make sure to look out for the parts we know, especially vowel teams. When one sound doesn’t work, we’ll need to try it another way. Ready?” I led the class in a shared reading. We paused to solve words with familiar vowel teams, focusing on words with *ow*, *oo*, and *ou*, making sure to practice the strategy of trying an alternate vowel sound when needed.

“When I read this, I thought of you right away. After all, you know a lot about vowel sounds, and you’ve been learning about special word parts to watch out for. What do you think? Could you record some books for the kindergarten kids to listen to? Could you do this job?”

The children erupted in shouts of, “Yes!” and “Let’s do it!”

“Wonderful. Remember, it will be important that we do this job really well, so let’s take the next few days to get ready. Make sure to take your sound cards home again today. Use them to teach someone and show off all you know about special word parts, especially those tricky parts *ou*, *ow*, and *oo*.”

Boosting Student Confidence and Agency

When reading time ends, children know to gather in the meeting area for a share. The predictability that results from following workshop routines consistently, day after day, provides confidence and a sense of control for all students, but is especially beneficial for multilingual learners, because it allows them to anticipate what will happen next. This decreases MLL’s cognitive load and their anxiety and allows them to focus on their reading.

Blueprint Methods Referenced in Previous Session ♦ Grade 1

Each bend begins by outlining the key skills and corresponding “blueprint methods” of the bend. **The key skills name the learning targets of that bend. Each blueprint method gives teachers a clear 5–7-minute small group lesson plan that aligns to these goals.** Teachers use and adapt these plans again and again to support students as they work toward the instructional goals of the bend.

BEND III

Readers Use Everything They Know: Decoding and Fluency



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THE KEY SKILLS AND BLUEPRINT METHODS OF THE BEND

This bend can be divided into two main areas of focus. The first is on strengthening your readers' decoding skills. Across the bend, you'll help children to **learn new graphemes**, highlighting some of the more challenging graphemes that kids encounter in words, such as diphthongs. Then the focus will shift to **developing fluency**. You'll help students to make their reading "sound great" by teaching students to work on their prosody as readers, conveying the emotion and feeling of a text.

This bend highlights the following skills, teaching methods, and instructional blueprints:

- ◆ Learning New Graphemes (Diphthongs, Variant Vowels, and *LE*)
- ◆ Developing Fluency

Learning New Graphemes

As your readers encounter more challenging words in the texts they read, they'll need to be familiar with the ways more sounds can be spelled in words. For example, they need to know that some vowel digraphs don't represent the long or short sound of a letter in the vowel team, but instead represent a whole *new* sound that just needs to be remembered. A reader simply needs to learn that *oi* and *oy* spell the /oi/ sound and *aw* and *au* usually stand for the /ô/ sound. The good news is that these vowel digraphs are very reliable. You'll want to teach students about these graphemes during your phonics workshop and then review them as needed in small groups during your reading time. However, other vowel digraphs, such as *ou*, *ow*, and *oo*, can be more challenging for readers because they can represent multiple sounds, and you'll want to take more instructional time to review and practice them.

Across the first few sessions of this bend, you'll rally your readers to watch out for some of these special word parts (graphemes) and teach them to try the sound more than one way, using context to confirm the right pronunciation. It's important that your readers be flexible in the way they decode words, especially when it comes to vowels. As Francine Johnston (2001) says in her study of phonics generalizations, "Any attempt at applying phonic generalizations is an approximation. When a young reader struggles to sound out an unfamiliar word encountered in print, phonemes are isolated, stretched out, and distorted. The resulting approximation combined with context clues is then likely to trigger recognition and a more accurate pronunciation of a word."

You'll want your readers to also use this flexible mindset to read words with /e. Up until now, most of your students have seen the silent e at the end of a word as an indicator that the word probably has a long-vowel sound. Now you'll teach them that when a multisyllabic word ends with the /l/ sound, the letters they'll often see are /e. In this case, the silent e is added so that the second syllable in a word such as *people* or *rubble* also has a vowel. The e has a different role in these words.

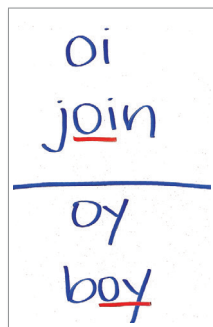
Developing Key Skills

The key skills of Bend III of *Readers Have Big Jobs to Do* include **strengthening decoding skills** by learning more challenging graphemes, such as diphthongs, **and developing fluency**. The blueprint methods give teachers **easy-to-follow steps to lead small groups that will support these two skills**.

Applying and Adapting Blueprint Methods

In this bend, one of the key skills is learning new graphemes including diphthongs, variant vowels, and <ital>LE. The blueprint method is used in session 1 to help students begin to notice specific graphemes and link them to their corresponding sounds. Then, in session 2, teachers are guided to adapt this blueprint method to help students apply this new skill with greater independence (see page 20 in this Sampler: “Learning New Graphemes Through Inquiry”).

BEND III




BLUEPRINT METHOD FOR SMALL GROUP ♦ Teaching New Graphemes

For this small group, you may decide to gather several students who would benefit from isolated work with the specific graphemes. To begin, **introduce a game where you list some words and have children identify the ones with a specific sound to strengthen phonemic awareness skills.** It can be helpful to have children practice identifying a sound in a word, before you **explicitly name the target grapheme and its corresponding sound. Then, invite the group to try spelling a few words with this word part.** Coach kids to stretch the word slowly, perhaps providing a sound-linking chart for those who need extra support. Next, you’ll **distribute a list of words that feature the new graphemes and invite partners to read it together.** Be sure to **coach students using your repertoire of prompts.** You’ll want to see if students can notice the targeted grapheme and use what they know about the corresponding sound to decode a word accurately. To wrap up, **encourage students to use this knowledge as they read their own books. Invite them to record the grapheme they learned to help remember it.** In this bend, students will make sound cards for new graphemes they learn, adding them to a collection they will review each day. You’ll want this collection to be as individualized as possible so students are reviewing the graphemes they most need to decode their books successfully.

SMALL GROUP ♦ Teaching New Graphemes

U4BIII, S1, 2

For this small group, you and your students will each need a whiteboard and marker. You will also need to prepare a list of words and sentences that feature the targeted grapheme (in this case, *oi* and *oy*), one per partnership, and several blank index cards that students will use to make sound cards to add to their collection. 

- **RALLY**
Introduce a game where you list some words and have children identify the ones with a specific sound to strengthen phonemic awareness skills.

“Let’s play a game like hide-and-seek. Except instead of looking with your eyes, you are going to listen with your ears. I’m going to say some words. Will you listen for the /oi/ sound? It’s hiding in some of these words! Put your thumb up if you hear it.” I listed several words, such as *cart, boy, feet, join,* and *tower.* I asked the group to say each word slowly as they listened to the vowel sound. “Yes!” I said, noticing thumbs up. “*Boy* and *join* both have the /oi/ sound.”

- **TRY IT #1**
Explicitly name the target graphemes and their corresponding sounds. Then invite the group to try spelling a few words with these word parts.

“There are two ways to spell the /oi/ sound. If you hear /oi/ in the middle of a word like *join,* it’s usually spelled with *oi.*” I wrote the vowel team and the word *join* on my whiteboard. “But if you hear the /oi/ sound at the end of a word like *boy,* it’s probably spelled with the letters *oy.*” I recorded the vowel team and the word.

“Now I’ll say a word and *you* write it down. Listen for where you hear the /oi/ sound so you know how to spell it.” I dictated several words as children wrote them down. I prompted them to say the word slowly, listening for each sound. Possible words: *toy, point, coin,* and *joy.*

I coached by leaning on my repertoire of prompts.

TRY IT #2

Distribute a list of words that feature the new graphemes and invite partners to read it together. Coach students using your repertoire of prompts.

"Now try reading some words. Remember, the vowel teams *oi* and *oy* both spell the sound /oi/. If you see *oi* or *oy* in a word, try the /oi/ sound." I distributed a list of words and sentences to each partnership and listened in, coaching as needed.

| oi / oy Words |
|------------------|
| coin |
| foil |
| boy |
| boil |
| soy |
| join |
| loyal |
| point |
| enjoy |
| avoid |
| toy |
| spoil |

| Sentences with oi and oy Words |
|--------------------------------|
| Can you join us? |
| The milk is going to spoil. |
| You should rejoin the class. |
| Did you enjoy your day? |
| That toy is fun to play with! |
| The boy had to point to it. |
| Can we avoid that hallway? |
| You are a loyal friend. |

Possible Coaching Moves:

Decoding 

- ▶ "Look at the word. Do you see a way to break it into parts?"
- ▶ "(Point to the new grapheme.) What sound do these two letters stand for? (If necessary, provide the sound.) Now slide through the word."
- ▶ "_____ stands for the sound _____."

Monitoring 

- ▶ "Does that make sense? Reread to check."

LINK

Encourage students to use this knowledge as they read their own books. Invite them to record the graphemes they learned.

"Today you learned that the vowel teams *oi* and *oy* both spell the sound /oi/. Knowing this will help you read lots of words in your books. If you spot *oi* or *oy*, you can try saying the /oi/ sound to help you read the word. Let's add these special word parts to your deck of sound cards so you will remember their sounds. Then you can go back to your spot and get started with your reading."

Embedded Professional Learning

The blueprint methods help teachers maintain a laser focus on the key skills of each bend and help them develop a repertoire of powerful teaching methods to support responsive teaching.

Fluency Across Grades K–2

Up to Unit 3 of kindergarten, *Super Powers*, children are still learning to decode. In Unit 3 they begin to reread for fluency, smoothing out their reading by reading with greater pace and by scooping up more words on a line. As students expand their bank of sight words to support fluency, they learn that when they come to a word they know, they should just say it instead of sliding through each sound.

In first grade, readers' fluency shifts. With a larger sight word bank, greater phonics knowledge, and more strategies for solving words, students will begin to read with more fluency the first time they encounter a text. Minilessons remind them to read smoothly and to scoop up words into phrases. Later in first grade, students learn to read in ways that support their understanding of the text. Now work with fluency revolves around helping readers develop prosody, or expression.

Session 6



Readers Use Their Voices to Show the Feeling

In This Session

TODAY YOU will highlight one quality of fluent reading, teaching readers to match their voices to the mood of their book. Using your demonstration text, you'll ask students to join you in working to understand the big feeling of a part, and then you'll demonstrate how you reread with expression. After partners have had a chance to try this out on the next page, you'll invite students to continue practicing for their audiobooks using all they know about sounding like a reading star. During your mid-workshop teaching, you'll set students up to begin their recordings. You may decide to establish a schedule and a set area of the room for recording so that students can carry on independently, freeing you to continue coaching and supporting those who are waiting to record. In the share, you'll invite students to join you in making a class audiobook and lead a shared reading of the last chapter of your demonstration text.

TODAY YOUR STUDENTS will do a final rehearsal for their audiobooks, using all that they know about word solving and fluent reading to get ready to record. Capitalize on their engagement, encouraging them to reread their books again and again, making their reading come alive by matching their voices to the big feeling of the text. During the mid-workshop teaching, your students will begin the process of recording their own books.



Fluency Across Grades K–2, cont’d.

Across second grade, students progress in pace, parsing, and prosody. Additionally, partnerships are used to support fluency. Children begin to read longer books and longer words with greater fluency altogether. Students practice reading passages several times to get them to sound just right. They practice scooping up longer phrases while attending to punctuation and meaning. By this time, instruction in fluency is really instruction in comprehension. A skill that was once a discrete skill has now become a complex bundle of skills.

Partners who are waiting will continue to practice, taking turns reading aloud to one another. In the share, students will work together to use all they’ve learned in this unit to make a class recording.


Getting Ready

YOU WILL NEED . . .

- the “Ways to Sound like a Reading Star” chart. 
- to display your Jump Rope Reader demonstration text, *Soojin Draws a Story* by Elizabeth Franco. Today you’ll read pages 18–22 in the minilesson and make an audio recording of Chapter 3 as a class in the share. 
- magnetic letters.

- to set up several devices in a quiet space for students to record their audiobooks (see Mid-Workshop Teaching).

STUDENTS WILL NEED . . .

- their individual “Ways to Sound like a Reading Star” chart, to check in on the goal they set in the previous session (see Mid-Workshop Teaching). 

Phonological Awareness Extension

Blending Sounds in Words to Act Them Out

Invite students to blend the sounds of a segmented word out loud. Then, build the word with magnetic letters to help them connect the sounds to print. Repeat this process several times.

“Let’s play the game ‘Blend It, Do It!’ I’ll tell you the sounds in a word. You listen carefully and blend the sounds together to make a word. When you think you know what the word is, act it out! Then, we’ll read the word before trying another one. Let’s get started!”

“/f/-/r/-/ow/-/n/,” I said, segmenting each sound in the word *frown*. I repeated the sounds and prompted students to blend them together. “Put the sounds together. What’s the word? Act it out! Yes! *Frown!* That means to make a sad face. Let’s look at the letters in that word . . .” I built the word with magnetic letters, inviting the class to voice each sound. “Blend those sounds with me.” I pushed the letters closer together as we connected the sounds to print. “*Frrrowwwnnn, frown!*”

“You did it. You put the sounds together to read the word!” We repeated this process with a few more words that contained a variety of vowel sounds (*bounce, mouse, howl, point, crawl, yawn, pause, bright, cook, scoop, flew, glue, threw, paint, float, sleep, tweet, read, shark, teacher, sort*).

The Predictable 5-Part Workshop Framework

Reading workshop is structured in predictable ways that apply whether you are teaching kindergarten or second grade—and actually are also applicable through fifth grade. It is helpful to realize that, for the most part, the structure of a reading workshop echoes the structure of a writing workshop. This means that once you learn how to teach either subject well, you can transfer all you learn to the other subject, and it also means that once children have learned their roles in either a writing or a reading workshop, that learning will transfer.

Minilesson

Readers Use Their Voices to Show the Feeling

CONNECTION

Suggest that just as the music of a movie evokes a feeling, readers' voices can demonstrate the mood of a part in a book.

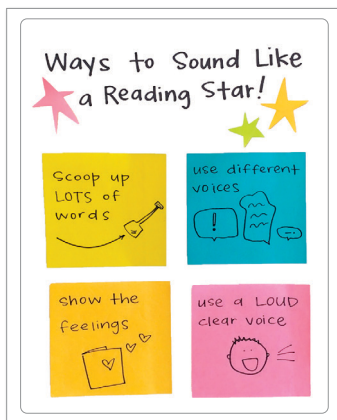
"Have you ever watched a movie, and suddenly the music changes? It might go from this . . ." I briefly hummed an upbeat melody, "to this." I switched to an ominous melody. "When that happens, you get a feeling inside. Sometimes that music makes you want to smile, and other times the music makes you think, 'Uh-oh. I'm worried.'"

"Books have the power to do that too. The pages don't have music coming out of them, but they do have feelings. When you read them out loud, your voice can be the music. You can read different parts to show this feeling." I hummed the same happy tune. "Or this feeling." I hummed suspensefully.

◆ Name the teaching point.

"Today I want to teach you that when the mood of a book changes, readers change their voice. You can think, 'What's the big feeling of this part?' Then you can read it to show that feeling."

I tapped on the chart, referencing the strategy we had listed in the previous session.



TEACHING

Demonstrate how to read and identify the big feeling of a part of your demonstration text. Then reread, making your voice emphasize that feeling.

"Let's give that a try in *Soojin Draws a Story*." I pulled out the familiar text and turned to page 18, where we'd left off. "Let's think about what's happening in this part. It helps to pay attention to what the character is doing and saying. Then we can think, 'What's the big feeling in this part?'" I read aloud:

You might hum or play an audio file of a happy tune like "Jingle Bells," before switching to a melody that is notably different, like the main theme of Jaws. Kids won't need to know these specific songs to understand the feelings they evoke.

Just then, I hear a growl.

"Was that my tummy?
It is almost lunchtime."

Then I hear it, louder this time.
"Nope, not me."
I freeze in my tracks.

"Hmm, . . . so Soojin just heard a loud growling noise and she realized it's not her tummy making that noise. It's something else. She froze in her tracks. What's the feeling in this part?" I paused a moment, leaving a bit of space for kids to think with me. Then I filled in, "I don't know about you but I'm hearing that *duh-dun, duh-dun* music in my head. I'm getting worried. Thumbs up if you are too." The kids agreed. "Listen to how I read this page to show that feeling." I started at the top of the page and reread, this time, emphasizing a worried, more dramatic tone.

"Did you see how I did that? I paid attention to what was happening here and thought about the big feeling of this part of the story. Then I reread this page to show that big feeling. Let's see if that feeling continues on the next page or if we need to change our voice." We read on, confirming the mood of the scene was the same.

ACTIVE ENGAGEMENT

Invite partners to read on, thinking about the big feeling of the next part and rereading to match their expression to the page.

"Now try it with your partner. Read the next page together and think, 'What's the big feeling in this part?' Then reread it, changing your voice to show that feeling." I displayed the last page of the chapter so the class could see it easily.

I make it to a clearing.
The sun shines down on me.
I look up at the gap in the trees,
and I can see a rainbow.

Then I moved around to listen in as partners discussed the scene and read aloud.

LINK

Recap today's process, pointing out that matching your voice to the big feeling of a book demonstrates your understanding of the story.

"Readers, it sounds like the music changed at the end of this chapter. Is the feeling still scary and nervous?" The kids shook their heads. "It didn't sound like it. You used bright, happy voices to read the last page.

"You can do this whenever you read. You can think about the big feeling in each part of the book and use your best reading voice to show that feeling. That's not just important for making great audiobooks; it's also important to show that you understand what you're reading.

"When you go off today, you'll want to practice this and all the other ways you know to sound like a reading star. Soon I'll set you each up to record your audiobooks at stations around the room. The kindergarten kids are counting on you! Ready to get started? Off you go!"

Possible Coaching Moves to Support Rereading with Prosody:

- ▶ "What's happening here? Make your voice match."
- ▶ "How does this part make you feel? Read it that way!"
- ▶ "Listen to me read it. Now you try."

"The new units are absolutely fantastic, and it is evident that teacher feedback was considered to make revisions to improve usability, student engagement, and overall purposeful reading and writing."

—Shelley
Elementary Literacy
Instructional Leader,
Springfield, IL

Work Time

During the **30–45-minute independent reading portion of each day**, students will read from a teacher-curated baggie of reading materials that will include **a balance of carefully-selected leveled books and decodable texts in both fiction and nonfiction**. For students reading above benchmark, their baggies will contain a larger ratio of trade books to decodable texts.

Work Time**Q&A ♦ Logistics and Supports for Recording Reading****Q** How can I prepare for this lesson?**A** Determine how students will record themselves.

- You might use tablets, computers, or even a phone to record students. Most of these technologies have a simple voice-recording application that you (and the students) will likely find easy to use.
- Using headphones or earbuds with a microphone attached or setting up recording stations around the room to space kids out can help reduce background noise and audio feedback.

Create a schedule for students to record.

- To give all of your students time to record their readings, you may want to think about allowing students to work on their recordings at other times in the day.
- You might assign readers who are reading with accuracy and fluency to be the first to record, giving other children more time to prepare. You also could post a sign-up sheet for students to add their names to when they feel ready to record.

Decide how your class will present the recordings.

- Some teachers have enjoyed turning these audio files into QR codes and affixing them to book backs. This way, children can simply scan the QR code to play the audio recording, immediately transforming the text into an audiobook!
- Other classes have enjoyed making a virtual library with the audio files linked to an image of the book.

Q How can I set kids up to do this independently?

- A**
- A portion of your conferring time today will be spent on logistics as you set students up to record their reading.
 - In many classrooms, children will already be familiar with using technology to record themselves. If not, you may want to consider showing your class how to do this outside of your reading workshop time, perhaps teaching students by recording a whole-class shared reading.
 - Invite partners to support one another with the recording process. You might even consider having students who are confident with technology post their names on a chart to assist others, creating a “help desk” for students.
 - If access to technology is a concern, you can always alter this celebration and have your readers prepare to read aloud to their kindergarten buddies.

Q How else can I use these recordings?

- A**
- You may decide to use the recordings as one form of assessment to inform your future teaching. Notice strengths and areas of need in terms of word solving and fluency, and use this data to help design future small groups and conferences.
 - Invite students to self-assess and set goals for themselves.
 - Send home the audio files for families to celebrate the work their child has done together.



MID-WORKSHOP TEACHING ♦ Reading Stars Use Everything They Know to Record Audiobooks

Begin the process of recording students' audiobooks. Invite those who are waiting to record to continue reading and check in on their fluency goals.

"Readers, I've set up two recording stations so you can start making your audiobooks. When I call you, you'll bring over the book you've been reading and rereading so you can show off your word solving and smoothest reading voice to sound like a reading star.

"Meanwhile, the rest of the class will keep practicing. Read your book, looking out for parts that sound bumpy. Then reread those pages to smooth out your reading. Check in with the goal you set." I gestured back toward the chart. "Are you scooping up lots of words to sound like you're talking? Are you trying out different voices? Are you showing the big feeling? Be sure to use a clear voice the whole time too."

Later in the workshop, I transitioned readers to partner time, suggesting they showcase their best reading voices by taking turns reading aloud to each other.



Strengthening School-Home Connections

End-of-unit celebrations can offer a special opportunity to enhance school and home relationships. Students are eager to share the things they've learned and families and community members receive them with open arms. Below are a few ideas of how you can use the audiobooks your children create to allow families a glimpse of the work that's gone on inside the classroom.

- Consider turning the audiobooks into QR codes and sending the codes home for families to listen to.
- Rally students to extend their decoding, fluency, and comprehension work by recording stories at home. Allow time for students to share the recordings they've made at home with their partners or other classmates.
- Invite family and community members to record another favorite story to surprise students with. You may decide to play a few of these audio files for the class as a "guest" read-aloud!

Ensuring Access for MLLs

The MLLs in your class might be ready to jump in and record their audiobooks. Fantastic! However, you might need to scaffold the activity or modify it to be more inclusive of your students.

- Students may prefer to record a book in another language. You might pair them up with a student reading the same book in English. For example, one student reads Mo Willems' *Today I Will Fly!* and another student reads the same text in Spanish, *¡Hoy volaré!*
- Students can partner up and take turns reading the same book to record. They might read every other sentence, or every other page.
- Students can shadow read. They can play a professional audiobook, following along in their own book, pausing after every sentence to record the same sentence with their own voice.

Strengthening School-Home Connections

Most Units of Study teachers send books home every night; sometimes children have separate take-home baggies. Throughout the week, children read and reread their collection of books. Reading volume is key, and it's important to supply children with enough reading materials, including not just books, but also copies of shared reading texts, word wall words, and so on, to keep early readers going across longer stretches of time, both in school and at home.

Celebrating Student Growth

Because this session comes at the end of Unit 4, it's a time for reflection and celebrating growth. During work time, the teacher distributes compliment cards to readers to recognize ways they have grown across the unit.

- Students can read a book they know well. This might be a favorite class read-aloud, a book they read in shared reading, or a favorite book from home.
- Students might need additional rehearsal time or a safe space to record. They might prefer to record in a favorite spot, use noise-blocking headphones, or even ask to record at home. Honor these requests, ensuring that students feel safe and supported.

CELEBRATING READING BOSSES OF THE MONTH ♦ Awarding Readers for Jobs Well Done

Use the end of the unit to celebrate the growth students have made by "awarding" them for a job well done. Specify a skill or strategy you know they have worked especially hard on over the course of this unit and jot it on a sticky note, perhaps adding a simple drawing. Then pull up beside them to deliver a clear and genuine compliment, leaving behind your compliment card. Below you'll find a menu of possibilities. You might use these as is or find inspiration to invent your own based on your own kids' progress toward goals.

Monitoring

- "You notice when something doesn't make sense and reread!"
- "You stop at every word clunk and fix it up!"
- "You make sure you understand what words mean."
- "You ask yourself questions to make sure you're understanding your book."

Building Meaning

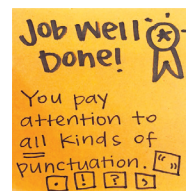
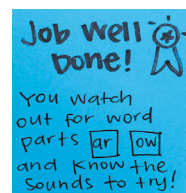
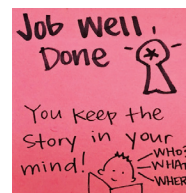
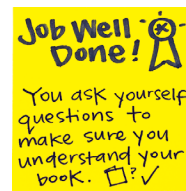
- "You keep the story in your mind as you read."
- "You unfreeze the pictures and imagine everything that's happening."
- "You add a bit of what you know to help you understand your books."

Word Solving

- "You watch out for word parts like *ar* and *ow* and know the sounds to try."
- "You solve words part by part."
- "You try the vowel sound another way, when you need to."
- "When you solve a word, you check that it makes sense."

Fluency

- "You sound like a reading star! Your reading voice matches your talking voice."
- "You pay attention to all kinds of punctuation."
- "You really show the feeling when you read."
- "You sound just like the character!"
- "You're reading in a way that makes the book easy to understand, not too slow and not too fast!"





Reading with Accuracy and Fluency

Help students use everything they've learned in this unit to solve words and read with strong, smooth voices.

"Today a bunch of you recorded your audiobooks. If you didn't have a chance to, don't worry, you'll have time tomorrow to make your recordings. How about right now, we work together to make an audio recording of the last chapter of *Soojin Draws a Story*?"

"Let's use everything we've been learning this whole unit to solve the words and make our reading voices smooth right from the start. We can read in big scoops and show the feeling. Ready?" I displayed the first page of Chapter 3 and invited the class to join in a choral reading. I used my laptop to record our voices, not worrying about the precision of our performance.

"Soojin, will you read me your story?"

I led the students in using smooth and expressive voices, pausing very briefly at words, such as *sound*, *rainforest*, *howling*, and *rainbow*, coaching kids to use what they had learned about solving words part by part using vowel teams.

Once we reached the end of the story, I stopped the recording and brought the session to a close. "Wow! Soojin really surprised us. I think she even surprised herself. Her imagination helped her invent a whole story. And you were able to read this final chapter with such strong, smooth voices. I can't wait to see how much the kindergartners are going to love your audiobooks! You are really thinking about making your reading sound the best it can be!"

Fluency and Comprehension

Reading fluency—reading with accuracy, efficiency, and expression—is an important bridging process between language comprehension and word recognition. For years now, researchers and policy makers have emphasized that fluency is a critical component of literacy instruction (Allington 2011; National Reading Panel 2000; Rasinski 2010).

Fluency includes the ability to read text accurately and efficiently, with automaticity, as well as the ability to read with appropriate expression or prosody (Rasinski 2011), thus bringing together word recognition and comprehension.

Blueprint Methods

The blueprint methods for Grade 1, Unit 4, Bend III address learning graphemes (see Sampler pages 22–25) and developing fluency. These pages from the unit show the blueprint methods that support developing fluency. Here teachers will learn ways to offer feedback that will help students learn to listen to and monitor their own fluency.

Developing Fluency

Fluency in reading is defined as the ability to read accurately, at an appropriate rate, with expression. When readers read fluently, they are free from the burden of word solving and can focus on the meaning of the text. Timothy Rasinski refers to fluency as being a bridge between decoding and comprehension (2004). Without being able to read fluently, it's very hard to comprehend a text.

The work you'll do in this bend to support your readers with fluency focuses primarily on developing their prosody, their ability to read expressively to bring out the meaning of a text. That said, you'll absolutely want to keep an eye on the other elements of fluency, investigating any underlying issues that may be preventing a reader from reading words accurately or at an appropriate pace. To help readers read with expression, you'll have them study an expert model by listening to an audio-book recording and naming some of the ways the reader makes the reading sound great. You'll then encourage kids to give this work a try in their own books, rereading the same book across a series of days and giving each other feedback to make that reading sound better. These elements of listening to a model, rereading, and getting feedback are all research-based techniques that help readers to strengthen their fluency (NICHD 2000).

BLUEPRINT METHOD FOR SMALL GROUP ♦ Using Feedback to Develop Fluency

As students join you, **ask the group to listen to you reading and give you feedback on how it sounds. First provide a nonexample and then a strong example of fluent reading.** This blueprint highlights reading with appropriate pace. You may decide to target another fluency behavior instead, based on the needs of your students. Then, **invite children to try making their reading sound fluent in their own books. Ask one partner to read while the other listens and provides feedback. Then switch roles.** Be sure to coach the reader and the listener, prompting students to provide specific compliments and coaching that will help one another get better. After each partner has gotten a chance to read and coach, **reinforce the importance of listening to yourself and giving yourself feedback to ensure that your reading sounds fluent and invite students to reread the same text independently.** As you stay to coach, notice if and how your students' fluency has improved in their second reading. You may decide to collect data that will inform future small groups and individual coaching conferences. To finish, **send children back to their reading with a reminder to continue this work in every book they read.**

For this small group, you'll need a familiar text to demonstrate fluent reading and your students will need a book from their baggies.

■ RALLY

Ask the group to listen to you reading and give you feedback on how it sounds. First provide a nonexample and then a strong example of fluent reading.

"Will you listen to me reading? Give me a thumbs up if you think my reading sounds great." I began reading very slowly in an exaggerated fashion. "Uh, oh. No thumbs up. What's wrong?" The group informed me that I was too slow. "Oops! Let me try again!" This time I read very quickly, so it sounded like one continuous string of words. Several students called out that it was way too fast. The third time I modeled an appropriate pace and received a thumbs up. "There! Now my reading sounds just right! Not too slow and not too fast. This will make it so much easier for me to understand my books."

■ TRY IT #1

Invite children to try making their reading sound fluent in their own books. Ask one partner to read while the other listens and provides feedback. Then switch.

"Will you try this? Partner 1, take out the book you brought with you, and start reading. Try to make your reading sound just right—not too slow and not too fast. Partner 2, your job will be to listen and give feedback. Is it easy to understand the story? Does the reading sound a little too choppy and slow? Or does it whiz past you way too fast? Give your partner some feedback. You might say, 'Read that again a little faster. Scoop up more words.' Or you might say, 'Read that again and slow down a little.'" After reading a page or two, I asked partners to switch roles.

■ TRY IT #2

Reinforce the importance of listening to yourself and giving yourself feedback to ensure reading sounds fluent. Invite students to reread the same text independently.

"It's helpful to have a partner give you feedback and tell you how your reading sounds, but when you are reading on your own that doesn't happen. *You* have to listen to yourself. You have to be the boss. If it doesn't sound just right, stop, reread, and fix it up. Try this now. Read your own book and listen to yourself as you read. How does your reading sound?"

■ LINK

Send children back to their reading with a reminder to continue this work in every book they read.

"Remember, the best reading sounds just right. Not too slow and not too fast! Keep doing this as you read, today and every day! Off you go!"

Possible Coaching Moves to Support Pacing:

- ▶ "How did that sound? Too fast, too slow, or just right?"
- ▶ "Read in a way that helps you and others understand your book—not too fast or too slow."
- ▶ "Reading should sound just like talking. Make your reading sound like how you talk."
- ▶ "Read with just your eyes (not your finger)."
- ▶ "Listen to me read it. Now you try!"

Coaching Notes

Point-of-use guidance offers teachers coaching moves to support students as they practice reading with fluency.

Grade 2 Sample Session ♦ Comprehension

This sample session is from *Becoming Experts*, the second unit in the Grade 2 Units of Study in Reading series. This nonfiction unit aims to support second grade readers with the **comprehension skills necessary to navigate nonfiction text structures, synthesize information, discuss key vocabulary, and build knowledge on a topic by reading across texts.**

Session 1

Arc of Instruction Across the Unit

As Bend I unfolds, students will learn strategies for accumulating information. They will learn to use graphics to connect information. They'll draw on the growing background knowledge as the read, remembering what they've learned from one text as they read another. They'll use the table of contents to determine subtopics and collect information and vocabulary connected to those subtopics.

In the second bend, students will **read across a nonfiction text set and engage in cross-text synthesis to build knowledge** on their topic. They will also continue to do work centered around vocabulary. This sample session is Session 1 of the second bend of the *Becoming Experts* unit.

In the third and final bend, students will **navigate different nonfiction text structures to learn more**. The unit culminates with a celebration that asks students to **plan a report to share the knowledge they've grown with visitors**.



Building Knowledge on a Topic

In This Session

TODAY YOU will launch a bend that will be devoted to helping kids know the power of reading within text sets. You'll have engineered a way to start this within Bend I, hopefully—giving partners a pink star book to read, which now turns out to be part of a text set. Now, at the start of this bend, you'll have rubber-banded at least two additional, related books to the pink star one, ideally more. You'll then teach children that they will read the next books differently because they can carry over all that they have already learned on the topic. You'll demonstrate taking sticky notes from the cover of the first book on volcanoes and putting them on the cover of your new, second book, also on volcanoes. Then you'll demonstrate reading in such a way that you think about how the new things you are learning fit with what you already learned. In the mid-workshop teaching, you'll channel readers to connect what they are learning in their new books to the pink star books, and during the share, you'll teach readers that they can be on the lookout for ways that information from across books fits together.


Support for Planning



As always, the **tools used across the unit are all readily-available on the Online Resource, and teachers can easily print or display them digitally.** There are also many **printable materials and videos available in Spanish** to support MLLs, bilingual teachers, or Spanish-speaking caregivers.

TODAY YOUR STUDENTS will get themselves ready to read a second book on a topic by carrying over what they already learned from their pink star books in Bend I. Partners will begin by reading books independently on a shared topic. Expect to see them moving sticky notes with keywords, ideas, and questions from their pink star book to one of the new books they'll get today. As they read, you'll especially coach them to ask themselves, "What am I learning? How does it fit with what I already know?" During the mid-workshop, readers will mark places where the book added on to what they already knew or changed their minds, then they will share their thinking with their partners. During the share, you'll invite partners to talk about ways information from across books goes together; perhaps a page from one book answers a question that another raised, or a page from one book supplies additional details that another left out. Partners will also share contradictions between books.

Getting Ready

YOU WILL NEED . . .

- to rubber-band the other text set books to the pink star books from Bend I and add them to partner baggies.
- a text set of at least two books, rubber-banded together, to use for demonstration. We use *Eruption! The Story of Volcanoes* by Anita Ganeri and *Volcanoes* by Martha E. H. Rustad.
- to display pages from *Volcanoes* and Bend I sticky notes on the cover of *Eruption! The Story of Volcanoes*.
- to display the Bend I "Learning from Nonfiction Texts" chart. 

- to add two sticky notes to the new "Growing Knowledge across Texts" chart. 
- "The Books in a Text Set . . ." chart (see Share). 
- extra rubber bands for each partnership (see Share).

STUDENTS WILL NEED . . .

- their pink star book, with sticky notes in it.
- text sets of two or more books for each student, rubber-banded together.
- sticky notes to mark places to share with their partners.

Minilesson 

Overview of a Bend

The whole-class teaching across the minilessons, mid-workshops, and shares in Sessions 1 through 3 (session 1 shown here) focus on the work of **building knowledge on a topic** as kids move from reading individual books on assorted topics to reading across a text set.

Sessions 4, 5 and 6 hone in on the work readers need to do to **tackle unfamiliar words—first to decode them, then to understand their meaning.** **Session 4 reminds kids of high-leverage strategies for breaking apart multi-syllabic words.**

The next two sessions, starting on page concentrate on the work readers can do to **understand new vocabulary. As part of this, teachers will demonstrate, and students will practice orthographically mapping the sounds of new words as a way to support word recognition.**

Instruction progresses to a final session that **celebrates this new knowledge** by setting readers up to share what they've learned with first grade visitors.

BEND II

Building Knowledge on a Topic

CONNECTION

Let students know that when readers come upon a topic that fascinates them, they often want to learn more about it.

"Readers, I couldn't wait for reading workshop today. That book we read last week on volcanoes got me so interested in them. I couldn't stop thinking about how volcanoes can be so powerful, and how volcanologists study them so they can protect people who live nearby in case one erupts. I was so fascinated by volcanoes that I got another book on that topic. See, I've rubber-banded two volcano books together—this is a text set.

"I know you'll want to study your topics as well, so I went back to some of the books you loved and made a text set for each partnership. For the next big part of our unit, maybe we can all read inside text sets, becoming experts on our topics."

◆ Name the teaching point.

"Today I want to teach you that nonfiction readers go through life with a pocket full of rubber bands. When we find a book that fascinates us, we often decide to search for another book on the same topic—two books with a rubber band wrapped around them makes for a text set. And the important thing is that you read the second book differently because you carry over what you have already learned."

TEACHING

Use the concreteness of moving sticky notes from one book cover to another to dramatize the way readers carry over their learning when reading within a text set.

"What I just said is going to be really important to you today. You read the second book in your text set differently because you carry over what you learned from the first book. To do that, we need to recall what we learned from the first book, so let's do that."

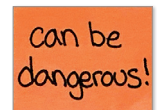
I peeled some of the sticky notes from the cover of my first book on volcanoes and stuck them on the cover of the new book. "Here, I have a drawing of a volcano shooting out lava. And this other sticky note says, 'shoot out hot rocks, dust, and ash.' And this sticky note suggests volcanoes are like mountains. See what I'm doing? We already learned that volcanoes are like mountains and can shoot out lots of things, like lava, rocks, ash, and dust."

I pulled another sticky note off the first book, saying "This has my expert words: *lava, erupt, underground, ash, crater, vent, active, dormant, cone-shaped.* And watch this." I pulled off another sticky note, saying, "Here's a question," and I read the question, "How do volcanologists predict an eruption?" Readers can carry questions as well as knowledge. Look at all the knowledge and thinking that I can carry over to another book!"

Demonstrate reading your new book, thinking about how it fits with what you already know.

"Now we're ready to read. For a minute, watch what I do and get ready to list across your fingers the things you see me doing." Silently, I held up *Volcanoes* and studied the cover, back, and table of contents to show I was orienting. I turned to read the book, paused, pointed to the Bend I anchor chart, "Learning from Nonfiction Texts," and muttered, "I need to remember to read and then pause to ask, 'What am I learning? What do I already know about this topic?'" Then, I read pages 4–5.

The concrete physical act of moving sticky notes will really help your kids understand the idea that when reading a second book on a topic, readers draw on all they have already learned. Recall how K–2 teachers use concrete manipulatives to teach addition and subtraction. This is similar: you are using something very concrete to convey an abstract idea.



I tapped my sticky notes on the cover, about volcanoes looking like mountains, and about them shooting out lava and ash. “Yep, this page has some things I knew.”

ACTIVE ENGAGEMENT

Recap your steps, then set partners up to do as you have done to integrate new learning with old.

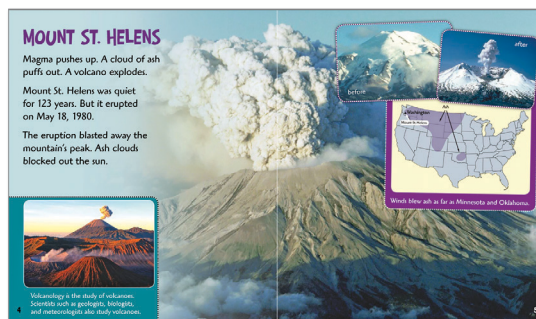
“Did you see how I read a little bit, then looked back to my sticky notes, the knowledge I’ve already grown, to ask, ‘What am I learning? How does this fit with what I already know?’”

I revealed the new “Growing Knowledge across Texts” anchor chart and added two sticky notes to remind students of this work.

“I’ll read on, and will you get ready to try this same work with your partner?”

I read the captions on the page aloud. Then, I tapped the sticky note with our keywords. “Interesting, one of the words we learned in our other book is *volcanologist*. This word, *volcanology*—the study of volcanoes—fits with that. Now, would you turn and talk with your partner about both of these pages, and the captions? How does this new information fit with what you already knew?”

I gave kids a few moments to talk, then gestured for them to turn back to me. “Some of you are saying things like, ‘I already knew that some volcanoes shoot out hot lava, rocks, and ash—now this book is saying that volcanoes don’t only shoot out ash, but that somehow the ash forms into clouds, and those clouds can block out the sun!’ And check out this map.” I pointed to the image on page 5. “Wind can blow the ash far, halfway across the United States! Some of you are also adding to what we knew about volcanoes looking like mountains—sometimes an eruption is so powerful that the top of the mountain is blasted off, like what happened with Mount St. Helens.



“And I heard Noah remembering the campfire he talked about before and how it smelled like a fire for days. He said that he wonders if the world smells of fire after a volcano erupts. Some of you were remembering that the volcano *also* shoots out hot lava and asking whether the hot lava travels that far too?”

“Readers, did you notice how you remembered what you already learned, then read a chunk and thought whether that new information related to the information you had already learned before? And not only that, you also thought, *how* does it fit?”

Work within text sets is very supportive in the development of language around a topic. Readers will come across repeated vocabulary words and different variations of words used in different contexts. For example, erupt, erupted, erupting. Repeated exposure and context are two crucial elements of vocabulary development.

Across this unit, the teacher will model and coach readers to practice key strategies using a class text set on volcanoes. The lessons feature *Eruption! The Story of Volcanoes* by Anita Ganeri (Lexile 640L) and *Volcanoes* by Martha E. H. Rustad (Lexile 590L). Both of these **grade-level texts are rich and complex with longer sentences and expanded vocabulary.** These texts will teach children the geology of these landforms, the science behind volcanic eruptions, famous volcanoes around the world, and the role of volcanoes on our planet.

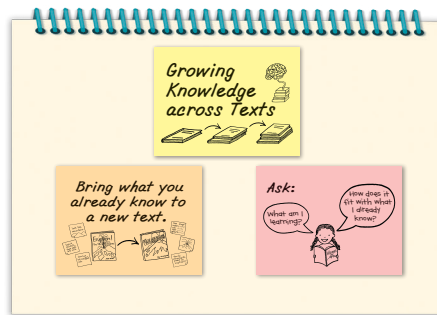
BEND II

LINK

Set up the work of the bend, handling some of the logistics. Suggest they get ready to carry their knowledge from one book to the next by moving their sticky notes.

"I want to give you a chance to try this. I rubber-banded a couple of new books on a topic you've already been reading about to the pink star book in your baggie. Now you and your partner have the beginning of a text set. Will the two of you take out the books in your text set and look them over? Figure out what the topic is you'll be learning about and how the books go together.

"When you go back to your reading spot, get ready to read more on your topic. You'll be reading your new books independently to start, then later you'll have some time to share your thinking with your partner. Just like I did, you'll want to carry over what you know about your topic. To help you with this, take the sticky notes out of your first book and put them on your second book. If there's a sticky note from your pink star book that you both want to use, you could make a new sticky note with information or vocabulary words or questions from your first book that you want to carry over. Then, start to read, pausing to think about how what you are learning fits with what you already know. Off you go!"



Small Group to Support Bringing Knowledge from One Text to Another (U2BI)

This is an adaptation of the blueprint, “**Small Group: Support Activating Prior Knowledge (or Other Comprehension Challenges)**,” from Bend I. Partners need their reading baggies, with their text set. This group could be particularly supportive for MLLs.

RALLY

Share about an issue you noticed, in this case that sometimes nothing actually feels familiar when you read a book on a familiar topic. Then suggest a strategy that can help.

“Friends, when I finish a book about a topic, I feel like an expert! But when I start a new book on a topic, I sometimes find that there’s so much new stuff in my new book that it doesn’t all stick in my brain. I get a brain-ache all over again! Has that ever happened to you?” Kids nodded.

“Often, I find that the problem started even before I opened that second book. Just like when I’m reading a new book. I’ll realize I forgot to pause and ask myself, ‘What do I already know about this topic?’ One thing that helps me remember what I learned in previous books is that I flip through the books I already read, thinking, ‘What are the big topics this book taught me?’”

TRY IT #1

Ask partners to practice the strategy. Debrief what kids learned about using the strategy.

“Let’s practice that. Will you and your partner flip through your pink star book and remind yourselves, ‘What were the big things this book taught us?’ I’ll coach as you do this.”

TRY IT #2

Invite partners up to practice the strategy again, this time with another book. Channel them to help each other apply what they just practiced. Coach.

“After you’ve reviewed the big topics, the big categories of information in your first book, you can carry those big topics to your new book. Flip through the new book, getting ready to read. As you do, be on the lookout for any of those same big topics from the first book. For example, if you are reading about skyscrapers, you might find a topic like ‘famous skyscrapers,’ in both books.

“Now will you start your new book again? Again read a few pages with your partner, but this time, help each other realize that you do have background knowledge, and help each other draw on it, so that your new learning sticks better.”

LINK

Set kids up to read independently.

“Readers, head off to your spots to keep reading, and always, remember to think: ‘What do I know about this topic?’ If you’ve already read a book about that same thing, you can skim that first book to remind yourself of the big topics you’ve already learned about.”

Work Time

Following each minilesson, **second graders will have roughly 45 minutes of independent reading time to practice and work toward specific learning targets.**

In the first part of this unit, **second graders will read nonfiction books on a wide assortment of topics.**

In this second bend, they’ll **build knowledge on one of those topics by reading across a text set.**

In the final bend, readers will **explore browsable nonfiction and procedural texts**, including real-world examples like board game directions, recipe cards, and instructional videos.

BEND II

"The new units are so fresh, they make it easy to get excited about teaching. The way the pages are laid out makes them much easier to read. I specifically liked the "Your Ultimate Goal" section and would read that first before anything else because it made the lesson very clear."

—Lisa Henson
Grade 2 Teacher, Greenville, SC

BEND II

CONFERENCE ♦ Use a Familiar Anchor Chart to Support Goal-Setting (U2BI)

RESEARCH

Pull alongside a reader. Notice how he is talking about his topic. In this case, use the Bend I anchor chart for support.

Sitting down beside Chance, I quietly asked him if he could think out loud about his reading for a moment so we could both study his thinking.

He nodded then continued, reading a page of his new book, *Space Robots*, aloud. At the end of the page he turned to one of his sticky notes, brought over from his first book in the text set, and said, "I already knew that robots do jobs people can't do. They do that in space too." Then he turned the page.

COMPLIMENT

Instead of complimenting readers on something they have done that you hope they continue doing, set them up to self-assess.

"Chance, usually in a conference, I'd now tell you something you're doing that you should keep on doing and then I'd help you work on something so you'd grow. But today, I'm wondering if you could do some of that work with me. I have a copy of our 'Learning from Nonfiction Texts' anchor chart here. Will you think about the reading you just did? Which of these things were you already doing?"

Chance looked the chart over, noting that he had taken a sneak peek and brought over his background knowledge from his first robot book and that he had been reading in chunks and thinking about how his background knowledge fit. I agreed with him, then prompted him to think of what he hadn't been doing that was on the chart.

"Maybe, I could try to ask more questions when I read?" he asked.

TEACH

Explicitly teach something that will be helpful in the future—in this case, asking questions about a topic, which is a goal the student has chosen.

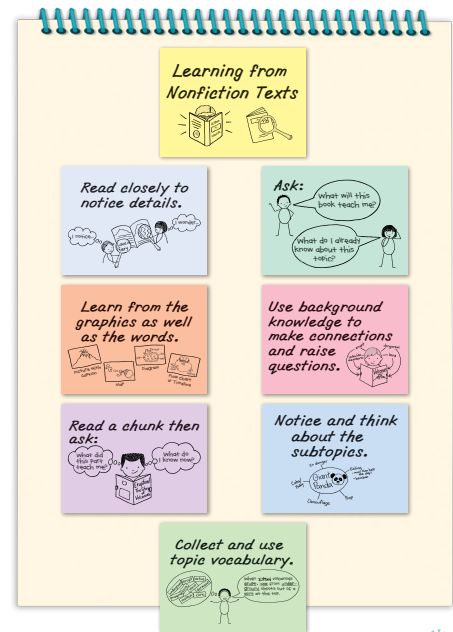
I nodded again, agreeing. "Working to ask more questions as you read is such a good idea! When you read a chunk of text, you can pause and say things to yourself like, 'I wonder . . .' or 'How come . . .,' things that really get you to think about what you learn. You can even try answering those questions, saying 'Maybe it . . .' Or 'Could it be that . . .' Can you try that on the page you just read?"

Chance read the page again and added on. "I wonder how they make space robots that can go places that are too dangerous for humans?" I nodded for him to do more, and he generated a few other questions.

LINK

Set the reader up to get started doing this now, and in the future.

"You're definitely ready to keep working toward this goal on your own. When you have a new goal, it helps to practice again and again so, as you read on, here are four more sticky notes for you to keep jotting your questions and musings. Maybe you'll find the answers to some of them too."



MID-WORKSHOP TEACHING ♦ Apply Knowledge from One Text to the Next

"Readers, as you are reading, are you sometimes finding yourself saying, 'Check. I knew that,' or 'Yup, this goes with what I already knew'? It is similar to what you did earlier this year when you read a second book in a fiction series. You'd sometimes find yourself saying, 'Yup, there's Toad, being grouchy ol' Toad again.' Or 'There's Cherry Sue, as irritating as ever.' Now you'll be saying 'Yep, there's that volcano, exploding all over again.'

"But meanwhile, I bet you are also coming to things you didn't know, things that surprise you. You'll find yourself saying, 'Oh! I didn't realize . . .' or 'Wait, so now I'm realizing that . . .'" There are some sticky notes in the middle of your tables. Can you, right now, use those sticky notes to mark a few places where you learned some new information? Mark places where the book changed your mind." I gave the children a few minutes to do this.

After a few minutes, I said, "Now my question is this: how does that new information fit with what you already knew? Does this add to what you knew already? Is it an example? Does it change your mind? Talk about this with your partner. Look at each other's new information and then talk about how it fits with what you already knew, and with what each other's books are saying."

After five minutes, I pressed on. "Don't you love it when you find a book is changing your mind? That's another way to say that the book is teaching you, it is changing your thinking. You might ask yourself some questions like, 'How does this new information fit with what I already knew?' Or 'Is this making me think something different?' to help you decide if you're changing your mind. Always cherish places where you go from thinking one thing, to thinking another thing; it means you are growing as a reader. Keep going, readers!" Kids went back to reading their own books on their shared topics.

Tips for Using a Series of Guided Reading Groups to Support Cross-Text Synthesis (U2BII)

Today, you'll likely be using the blueprint, "[Using a Series of Guided Reading Groups to Support Cross-Text Synthesis](#)." Here are some tips to support your groups for Day One.

- You can do guided reading on the text sets you have just given partners, or you can do this later in the bend and add to that text set. If the latter, remember you can add books that make kids' topics broader or, alternatively, more specific. For example, if the pink star book was about tornadoes, you could pair it with another book on tornadoes or with a book on floods and make the text set be about extreme weather. If the kids' text set was on extreme weather, you could add a book about a specific weather event.
- Keep your book introduction focused and brief. It sometimes helps to do this in the form of a sneak peek, so you model how to orient to the book while giving an introduction.
- Choose three or four key vocabulary words to highlight. Consider a mix of words that did and did not appear in the first text students read on their topic. Action words are harder for kids, and important to teach.
- Encourage students to put a sticky note in the book every two or three pages to stop and think about what they are learning. Some students might benefit from jotting on these sticky notes, while others might use them as a time to talk with a partner reading the same book.
- For more tips on your follow-up conversation, see Session 3.

Responsive Teaching

Each session's worktime section includes not only support related to blueprint plans, but also additional small group ideas, teaching tools, and considerations to support this work, both in school and at home.

Share  Rubber-Banding Not Only Texts, but Information**Reveal that readers don't only band texts together, but information as well.**

"Readers, when you come to the meeting area, bring your text set with you."

I waited until the children had gathered, and then I looked around at their text sets, looking a little disturbed. "Hmm, . . . some of your text sets don't have rubber bands on them any longer," I said, and distributed new rubber bands. "Do you remember that earlier I told you that nonfiction readers go through life with a pocket full of rubber bands? I told you that when you find a book that fascinates you, you often search for another book on the same topic, so you need rubber bands to hold those books together. Thumbs up if you remember that." The kids all signaled, acting a bit mystified as if they were unsure of what I was getting at.

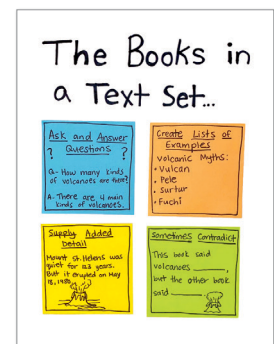
"I'm asking about those rubber bands because nonfiction readers don't just rubber-band books together; nonfiction readers rubber-band pages together. We rubber-band information together. We find information that goes together from across books."

Model a few ways that readers might find information from across books that go together and then channel sets of partners to try finding information that goes together in their text set.

"For example, in one book, you might read something about how volcanoes sometimes erupt with a bang and then wonder, 'Why a bang? What is exploding?' Then, in another book, it might teach that hot melted rock from inside the earth explodes and blasts out (or spits out) hot ash and lava so they shoot high in the air. So as readers, we almost rubber-band those two parts together—a question, and an answer.


"Sometimes we rubber-band parts together in other ways. Readers also rubber-band parts that teach about the same details. Maybe one book teaches a little bit about what lava looks like after it cools, but another book teaches a whole bunch more about how lava looks after it cools. So, you can band together all of those details. Or maybe in page after page of a book, we read about different locations for volcanoes. Soon we can almost rubber-band together a big list of places where there are volcanoes. Or maybe in one book it says that there are 1,500 active volcanoes and in another it says there are 2,000. And you're like, 'Huh? This information is a little bit different.'

"Right now, working quietly, will you find pages of your books that go together? Get ready to show these to each other and to talk about how they go together."



BEND II

GRAMMAR EXTENSION ♦ Nouns and Verbs Day 1: Finding Nouns and Proper Nouns

You'll need to display lists of nouns and not-nouns. 

RALLY/TRY IT #1: Introduce nouns as a category, and set kids up to identify the qualities of nouns.

"Did you know there are also *kinds* of words like there are kinds of ice cream? It's true. Today I'm going to teach you about one kind of word, nouns.

"I have two lists here: 'Nouns' and 'Not-Nouns.' Can you read them with your partner and think, 'What is a noun? What do all nouns have in common?'"

| <i>Nouns</i> | <i>Not-Nouns</i> |
|-------------------|------------------|
| <i>cup</i> | <i>walking</i> |
| <i>bedroom</i> | <i>skipping</i> |
| <i>flowers</i> | <i>blue</i> |
| <i>Walmart</i> | <i>flying</i> |
| <i>video game</i> | <i>soft</i> |
| <i>Beyoncé</i> | <i>round</i> |
| <i>spaghetti</i> | <i>mushy</i> |

"I heard you say that nouns are things! You got it! Nouns can be people, places, or objects.

"How about this—can you look around your table? With your partner, point to and name three nouns that you see."

TRY IT #2: Teach that *proper* nouns are names of specific people or places—and they start with capital letters.

"Here's a challenge. Some nouns are *proper* nouns. That means the names of people, places, or things, like *Sadir*, or *Disney World*, or *Minecraft™*. This time, will you and your partner look around the classroom, point to and name three regular nouns and three proper nouns? Stand up to show the capital letter in your proper nouns." After a bit, "Think about your neighborhood. List five things you might see around your neighborhood, making sure you name regular and proper nouns."

Grammar Instruction

Starting in Unit 2 of second grade, each session features a Grammar Extension rather than a Phonological Awareness Extension.

These grammar activities address grade-level language standards (i.e., conventions of standard English, knowledge of language, and vocabulary acquisition and use) through both explicit instruction and authentic application. Teachers can lead these (time)-minute grammar lessons at any time of the day, ideally before or after the reading or writing workshop to support students with authentic application of these skills, in both their work as readers and writers.

BEND II

Blueprint Methods Referenced in Previous Session ♦ Grade 2

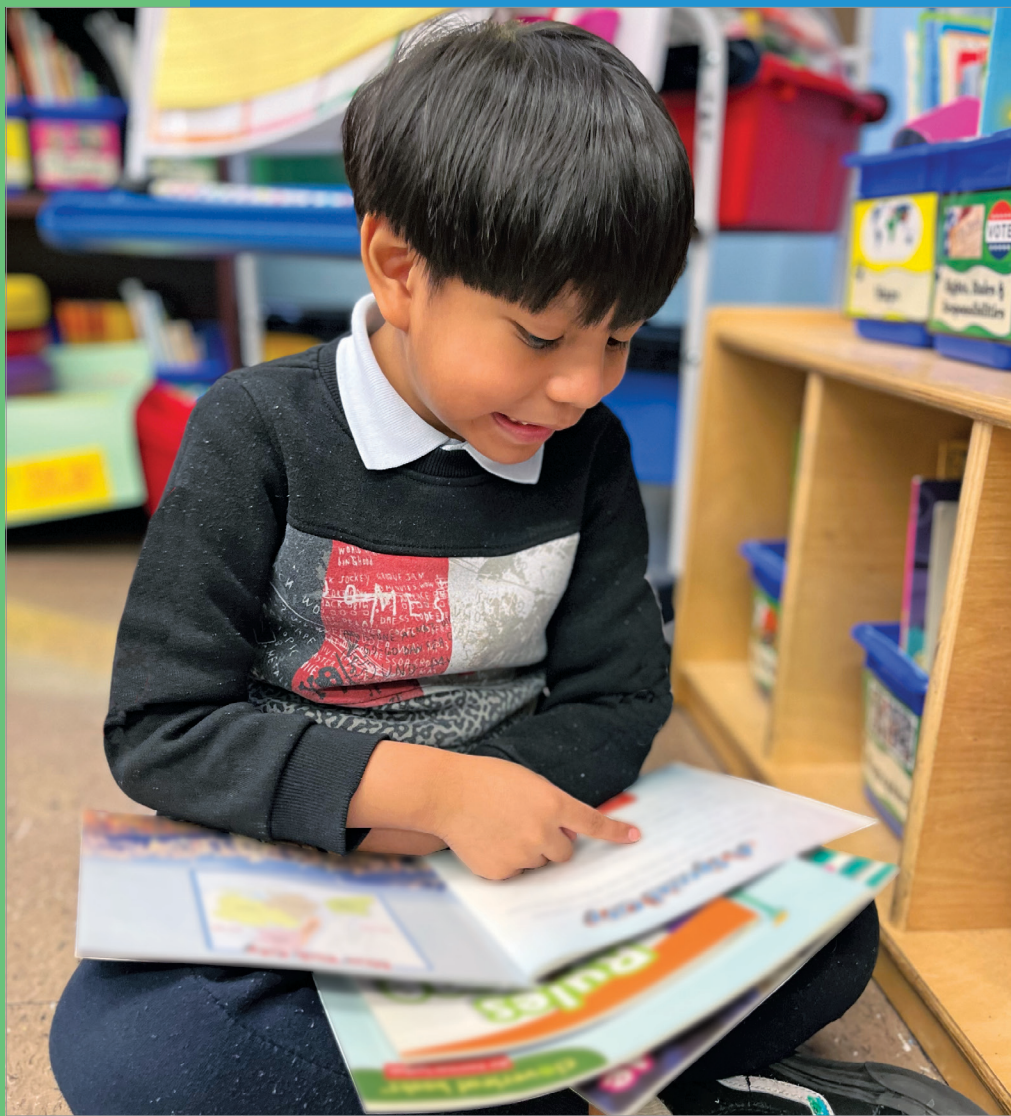
Just like the kindergarten and grade 1 units, the grade 2 units outline key skills and blueprint methods for each bend. **Each easy-to-follow blueprint method gives teachers a rinse-and-repeat 5–7-minute small group lesson plan that aligns to these goals.** Related tools referenced can be quickly printed from the Online Resources and used repeatedly across the unit.

Developing Key Skills

The key skills of Bend II of *Becoming Experts* include **developing vocabulary and cross-text synthesis.** These plans lean on both **Stahl and Hiebert’s research on vocabulary development and on Cervetti and Hiebert’s work on knowledge building.**

BEND II

Learning from Nonfiction Text Sets



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THE KEY SKILLS AND BLUEPRINT METHODS OF THE BEND

During the second bend of Unit 2, you'll continue to support key skills from the previous bend. This bend particularly reinforces **developing vocabulary**, this time with a focus understanding **vocabulary networks of information texts and topics**. You'll also introduce a new key skill in this bend, supporting kids as they engage in **cross-text synthesis**.

- ◆ Developing Vocabulary: Understanding Vocabulary Networks of Information Texts and Topics
- ◆ Cross-Text Synthesis

Developing Vocabulary: Understanding Vocabulary Networks of Information Texts and Topics

Your teaching will continue to support students in developing their vocabulary. Your youngsters will be reading in text sets, and these provide a particularly powerful venue for word learning because learners repeatedly encounter the same new words, making it more likely they learn those words (National Reading Panel 2000). Students need to encounter a word several times before they can add it to long-term memory (Stahl 2005). Each exposure increases the likelihood of students developing automaticity with the word (Hiebert 2020). As students read several texts on, say, coral reefs, they will encounter words like *reefs*, *algae*, and *polyps* repeatedly, and each time they encounter one of these words, they will solidify and deepen their knowledge of those words. Because your children will be reading their text set with a partner, they'll have chances to talk about the words they encounter and to use these in conversations with each other.

You'll see that in this bend, some of your instruction channels students to think about ways new words they are learning relate to each other. Earlier we mentioned that when reading fiction, children will tend to encounter synonyms for many of the key words. The dog is a *scrappy*, *mischievous*, *misbehaving* rascal. On the other hand, when reading nonfiction, words tend to be more particularly uniquely important. It is *pollen* that bees carry from flower to flower, and there aren't many other words for that substance. However, words such as *pollen* are often part of networks of words—some of which are other forms of the same word (*pollinate*) and some related by meaning (*petals*, *germinate*). Hiebert emphasizes that the critical words in informational texts tend to be "interconnected in meaning, not interchangeable synonyms" (2020). Learning to think about and navigate these networks of words can help students not only learn and hold on to new vocabulary, but also begin to understand some of the complexities of their topics. For example, a reader of a text set on coral reefs might pick up terms like *bleaching*, *algae*, and *pollution* and group them into the category "things that hurt coral reefs." By thinking about words through the lens of semantic groupings, readers can identify big concepts about their topic.

Using Blueprint Methods to Support Work Time Instruction

Blueprint methods for this bend include a protocol for using partner conferences to support understanding the vocabulary networks of nonfiction topics. Teachers can use this lesson plan to support students with noticing how key words fit together and to set readers up to collect and categorize new vocabulary they encounter in their books.

BEND II

BLUEPRINT METHOD ♦ Use Partner Conferences to Support Understanding the Vocabulary Networks of Nonfiction Topics

As you move into Bend II, conferring with partners (and individual students) around their nonfiction reading will feel like a tried-and-true teaching method for both you and your students. In this bend, students will be reading a text set on a shared topic with a partner, providing a natural scaffold for the work you do helping them dig deeper into the semantic networks and the relationships between words surrounding their topics.

- As in the prior bend, you'll begin with research.
- This time you'll **pull alongside partners who are reading about the same topic**. Watch, perhaps prompting with lean questions, to **notice how partners are talking about the vocabulary in their texts**.
- **Compliment the partners on something they are doing that you hope they continue to do often in the future**. In this instance we compliment partners on bringing in keywords from a book they've already read to new books about their topic.
- **Explicitly teach something that will be helpful with this text and topic, and in the future**. As in the last bend, you might begin with, "The one tip I want to give you—and this is huge—is that . . ."
- **Set partners up to get started doing this work, and perhaps stay to coach as the readers do that**.

Use Partner Conferences to Support Understanding the Vocabulary Networks of Nonfiction Topics

U2BII,SS

■ **RESEARCH**

Pull alongside partners who are reading about the same topic. Notice how they are talking about the vocabulary in their texts.

"Ocean animals! What an interesting topic the two of you are becoming experts on! I'm so curious to learn more. For now, it looks like the two of you are just getting ready to read, so keep going and I'll watch and learn from what you do."

I watched as Nora and Liam took out the ocean animal book they had read in Bend I and flipped through it, peeling off vocabulary words they'd collected on sticky notes. They put those words on the cover of two books they were about to start, dividing them evenly between them, with more talk about who gets which sticky note than about the meaning of the words. Then they each picked up their new book and started to read it.

"Tell me why you have taken the words from your pink star book to these," I said, interrupting them. They explained that now they were going to see if the new books used these same words, and they thought they'd collect more vocabulary words about the sea. They explained they had seven, which couldn't be divided equally, but they'd get more.

■ **COMPLIMENT**

Compliment the partners on something they are doing that you hope they do often in the future—in this case, working collaboratively to develop a system for thinking about vocabulary.

"I'm definitely going to want to follow you as you read and see what more you do with your words," I said. "It's interesting to me that you seem to have forgotten what I said about giving

Embedded Professional Learning

Over time, these blueprints are meant to add to a teacher's toolkit of methods and strategies for supporting readers throughout the unit and year. Teachers are frequently reminded to continue to draw on a blueprint lesson plan from an earlier bend of a unit as a way of noticing and responding to predictable needs later in the unit. Additionally, teachers learn to adapt earlier blueprints to support the transition to more demanding reading tasks.

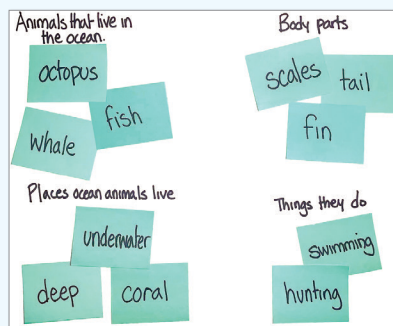
the book a sneak peek and thinking about what you already know about a topic, but you have remembered the idea that it helps to work with words. Different kids remember different things—I do think you should also do a sneak peek, but mostly I am impressed that you two are really into the whole vocabulary thing. I felt like you were counting your words like some people count gold coins! And you are right that words are super-precious. When you collect words and own them, you are really collecting and owning knowledge. So it is huge that you know to care about this.”

We looked at their words and talked for a moment about them: *marine, salty, whale, coral reefs, prey, murky, Pacific, octopus, enormous*.

- **TEACH**
Explicitly teach something—in this case, that words about a topic fit together in semantic groups that help readers add new words to their topic knowledge as they read.

“Can I teach you a next step thing you could do as you collect these words?” The kids were game. “Really sophisticated nonfiction readers know that it pays off to spend some time talking about and using vocabulary words. One fabulous way to do that is to think, ‘How do these words go together?’” Soon they’d put *coral reefs* and *Pacific* together because those were places. They put *salty* and *enormous* together because they both described what the ocean is like.

“Those groups all work.” I quickly showed them how to move their sticky notes to reflect these groups. “The important thing isn’t that there’s a right or wrong way to put the words together but instead that you have a reason for how they fit. Starting to put words into these groups, to make a little map of words before you read, can help you pay extra-close attention to the new words you learn in your books. When you find a new word, it really pays off to ask yourself, ‘How does this word fit in with other words I know?’ ‘Does it go into one of these categories or do I need a new category?’ Doing that can help you grow your vocabulary and your expertise about your topics even more.”



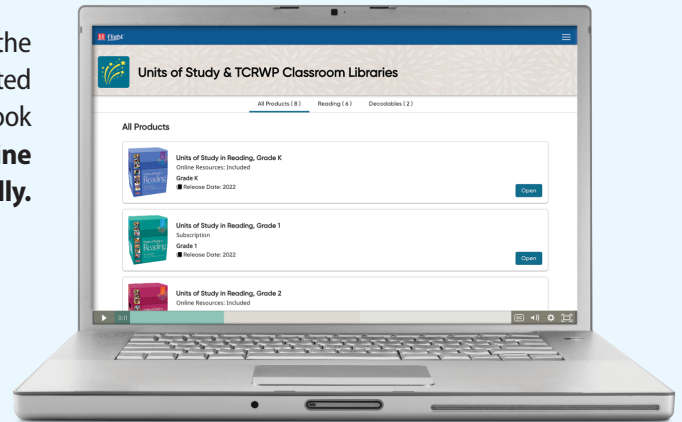
- **LINK**
Set the readers up to get started doing this now, and in the future.

“Keep grouping the words you’ve already collected as you get ready to read your new books. Then choose one to start reading together and as you do, see what new words you can collect. Be sure to talk together about how they might fit in with the words you already know.”

Heinemann Flight

A Digital Platform to Support Blended Teaching and Learning

Both the Online Resources included with every core set of units and the Premium Digital Subscriptions (available for separate purchase) are hosted on **Heinemann Flight**, a new platform that organizes digital content, book by book and session by session, all in one convenient place. **This online access allows teachers to easily print or display all resources digitally.**



Online Resources *(included with the core units sets)*

- digital access to all of the books in the core units set
- assessment tools
- demonstration texts
- small group and conferring tools
- instructional videos
- Spanish-language video introductions for every session across all units
- Spanish translations of teaching points, anchor charts, and video introduction scripts

Premium Digital Subscriptions *(available by yearly subscription to users of the core units sets)*

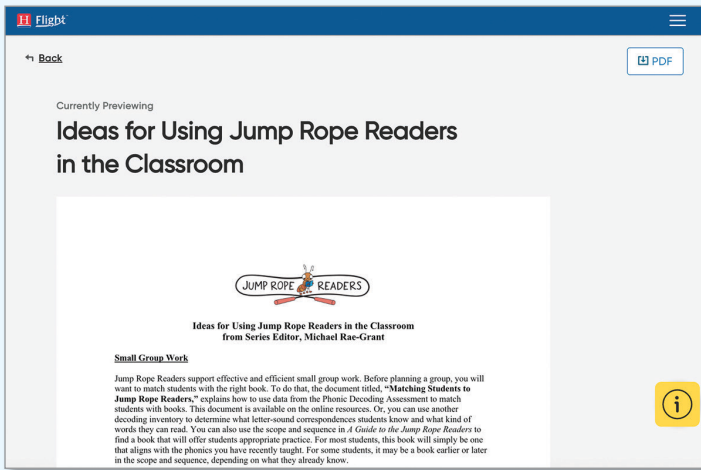
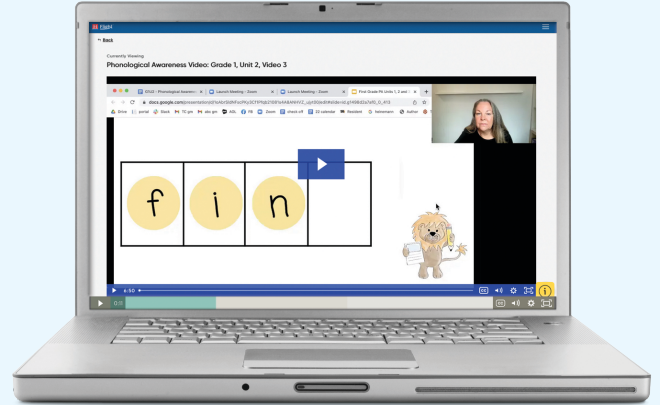
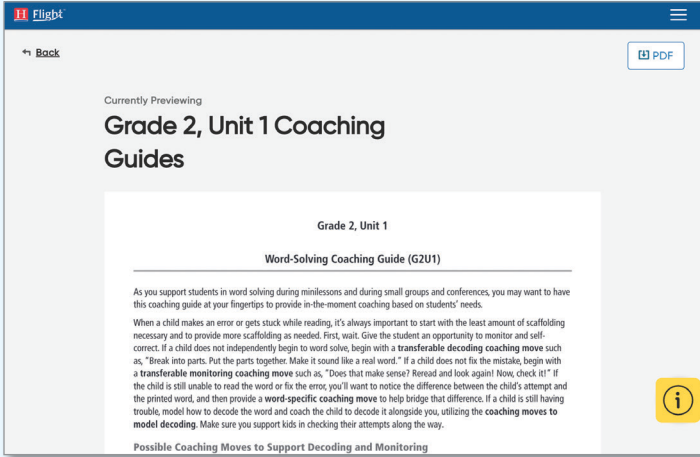
To make this curriculum especially teacher-accessible, each of the minilessons has been videotaped.

Teachers can watch another teacher teaching the lesson in an efficient, lively, compelling fashion as a model for their own teaching; and if there are days when a teacher is unable to prepare or deliver the minilesson, the teacher may elect to show the video of a TCRWP staff developer doing that teaching.

- ideal support for teacher professional learning
- videos of TCRWP staff developers provide expert models for teaching every minilesson from all Units of Study across each grade level
- a helpful support for substitute teachers
- supports real-time synchronous teaching for digital academies

Jump Rope Readers *(digital access included with each JRR classroom set)*

- digital access to all *Jump Rope Readers* decodable books and the Guide
- sharing of digital access with students and families
- series overview
- book summaries and phonics skills across the *Jump Rope Readers*
- guidance for matching kids to books and using the *Jump Rope Readers* in your classroom



1st Decoding Instruction Across the Units -at a glance-

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|--------------------------|------------------------------------|----------------------------------------------------------------------------|----------------------------------|--------------------------------------|
| ★ Alphabetic knowledge | ★ Solidifying alphabetic knowledge | ★ Decode CVC words → begin with additive blending and moving to whole-word | ★ Decode CVC words (blends) | ★ Decode CCVCC words |
| ★ Concepts of Print | ★ one-to-one correspondence | ★ Studying high-frequency words | ★ Decode CVCC words (blends, -s) | ★ Introduce more blends and digraphs |
| ★ Phonological/Awareness | | ★ Progression of short vowels a i a i o | ★ digraphs (ch, th, sh) | ★ Decode with blend chunks |
| ★ Reading | | | | |

2nd Decoding Instruction Across the Units -at a glance-

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|----------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------|
| ★ Review CVC, CCVC, CVCC, CCVCC with blends and digraphs | ★ CVC-e ★ word endings (-s, -ed, -ing) | ★ Continue to support vowel flexing ★ -y at the ends of words | ★ vowel R (ar, or, er, ir, ur) ★ Syllable -le | ★ expand vowel teams (EE, UE, etc...) ★ vowel R word parts (-air, -ore) |
| ★ Review R high frequency words | ★ high-leverage vowel teams | | ★ expand | ★ Sock and |

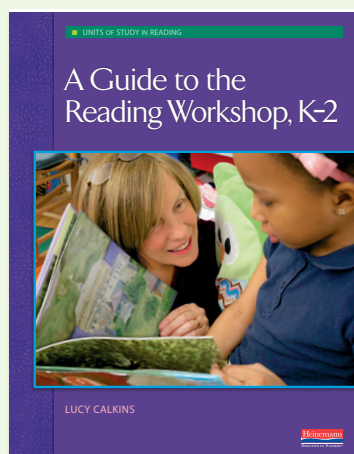
2nd Decoding Instruction Across the Units -at a glance-

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------|
| ★ Review from 1st grade - vowel teams, diphthongs, vowel R - 2-syllable strategies (-le, compound words, endings) - 1st grade HFWs | ★ more multisyllabic strategies - VC/CV - VCCV - keep blends/digraphs together | ★ 3+ syllable word decoding - Part by part - open/closed syllables - vowel counting | ★ Practice and solidify multi-syllabic word-solving | ★ Meaning/Morphology - compound words - Prefix/suffix - homophones |
| ★ closed-syllable exceptions (-old, -ind, -ost, -id, etc...) | ★ Practice with the whole repertoire kids know for 2-syllable words | | | ★ Vocabulary - shades of meaning |



A Guide to the Reading Workshop, K-2

A Guide to the Reading Workshop, K-2 offers a comprehensive introduction to the Units of Study in Reading series. It will help teachers develop an understanding of the essentials of reading instruction and reading development across K-2. They'll also learn about how reading workshop fits into the school day, the architecture and principles that inform mini-lessons, and ways to lead powerful work-time instruction. Teachers will also learn to collect and learn from data to inform instruction so that their teaching ensures access for all students.



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Works Cited and an index are available in the online resources. 

Units of Study Trade Book Packs

Each Units of Study Trade Book Pack includes grade-level appropriate books that teachers use as demonstration texts to model the skills and strategies they want students to try.

**Coming soon:
Spanish-language
Trade Book Packs**

Kindergarten

- A Big Mooncake for Little Star*
- Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business*
- Fur, Feather, Fin: All of Us Are Kin*
- Max and the Tag-Along Moon*
- Packs: Strength in Numbers*
- The Three Billy Goats Gruff*
- I Can Read*
- Reading Partners*
- Laxmi's Mooch*
- Where Is My Puppy?*
- Carmela Full of Wishes*
- Pug*
- What's My Superpower?*
- Bulldozers*
- Crossings: Extraordinary Structures for Extraordinary Animals*
- Danbi Leads the School Parade*
- Ana in the Window**
- Ana and Abuela, The Artists**
- Nick and the Fossil**
- The Wedding**

Grade One

- A New Kind of Wild*
- The Rooster Who Would Not Be Quiet!*
- Rusty Plays at the Park*
- Tiny and the Big Wave*
- Bees*
- Golden Domes and Silver Lanterns: A Muslim Book of Colors*
- In My Mosque*
- The Thing About Bees: A Love Letter*
- The Big Book of the Blue*
- Dinosaur Chase*
- The Ocean Calls: A Haenyeo Mermaid Story*
- Backyard Camp Out*
- Swashby and the Sea*
- The Big Haircut**
- This Is Liann**
- Soojin Draws a Story**
- Soojin Stands Out*

Grade Two

- Crazy for Apples*
- Evelyn Del Rey Is Moving Away*
- Jellyfish*
- Eruption! The Story of Volcanoes*
- Volcanoes*
- My Footprints*
- Sadiq and the Perfect Play*
- Anita and the Dragons*
- Dragons in a Bag*
- Behold the Beautiful Dung Beetle!*
- You Can Be an Entomologist!*
- A Dragonfly's Life*
- Insects Are Awesome***

* From the Jump Rope Readers Series, published by Heinemann

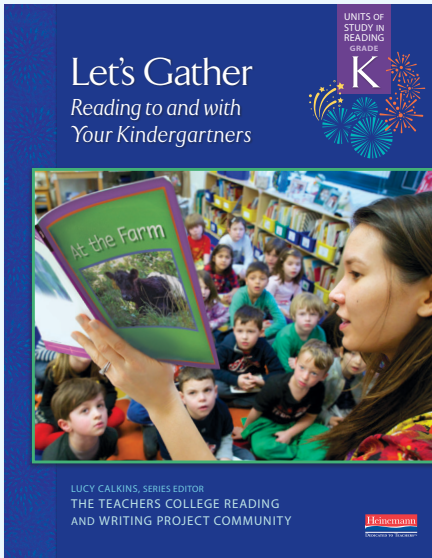
**Published by Heinemann, only available as part of the Trade Book Pack



Jump Rope Readers

Accompanying the Units of Study in Reading is a series of decodable books called Jump Rope Readers, designed to give children opportunities to apply the phonics they are learning in continuous texts. These texts are high interest, with fiction titles that introduce engaging storylines and interesting characters, and follow a progression of phonics skill work that complements the phonics progression in the Units of Study series. For more information, visit: UnitsofStudy.com/JumpRopeReaders.

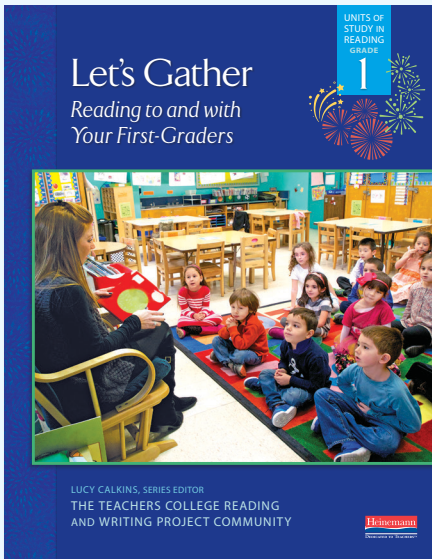




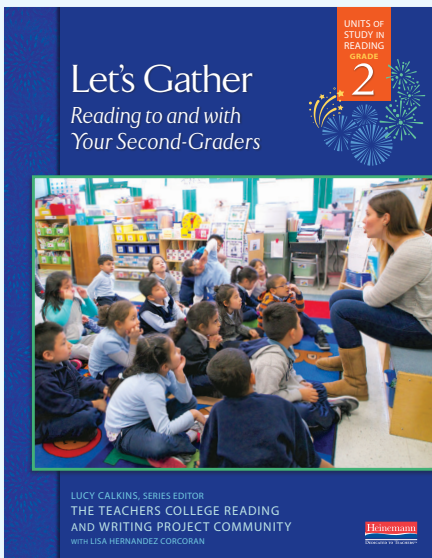
Let's Gather

Reading to and with Your Students

Let's Gather provides grade-level specific read-aloud plans intended for use alongside the Units of Study in Reading. This curriculum highlights thoughtfully curated fiction and nonfiction texts that will not only captivate your students' attention, but also lend themselves to supporting a progression of high-level comprehension skills across the year. These plans call attention to words that are not only critical to the text and topic, but also to the academic conversations you'll foster. There are plans for first reads and rereads of the read-aloud texts, helping you and your students grow a repertoire of reasons to reread, perhaps each time with a different lens. Finally, these plans include regular opportunities for partner talk and whole-class conversations, helping teachers learn ways to support students in having collaborative, text-based discussions.



Let's Gather also includes several templates for shared-reading sessions that teachers can use and adapt across multiple texts. The shared-reading lesson plans in *Let's Gather* provide opportunities for the whole class to read a text aloud together and are especially useful for teaching and reinforcing phonological awareness, concepts about print, word-solving strategies, and fluency.



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Clockwise from top left: Kindergarten, Grade 1, and Grade 2

**The Power of
Read-Alouds**

Whatever the text that is being read aloud, part of the magic comes from the fact that children are not listening alone. They are swept up by the text together. Read-aloud is a communal experience. All of us know the experience of living through something intense alongside a small group of others. We know that shared experiences forge bonds and make memories, and we know how different a group of people can feel after having traveled somewhere together, studied something together. In this way, reading aloud with a classroom full of children can indeed make a world of difference.

UNIT 4

Diving Deep into Oceans and Coral Reefs



Rationale for the Unit

This read-aloud text set is special in that it brings together a fictional story, browsable nonfiction, traditional nonfiction, and narrative nonfiction, all around the topic of oceans, coral reefs, and conservation. As you read aloud these texts, your students will become experts on these topics.

At the same time, you'll deepen your understanding of how to read different kinds of nonfiction texts well. You'll learn how to read narrative nonfiction, for instance, helping kids to balance getting lost in the story and learning about the subject of the text with the work of learning true information about a topic. Similarly, you'll help kids learn how to read browsable nonfiction texts well. Melissa Stewart (2018) describes these books as "beautifully designed, lavishly illustrated books with short text blocks and extended captions" and discusses how they especially give "fact-loving kids a fresh, engaging way to access information." These books can be challenging to figure out how to read aloud well since the pages can feel overloaded with information. Through these plans, you'll learn how to read aloud these browsable books well, and you'll help kids learn how to read them too.

First, you'll read aloud a fictional story, *The Ocean Calls: A Haenyeo Mermaid Story* (AD580L), which also plays a prominent role in the parallel reading unit, *Readers Have Big Jobs to Do*. Written by Tina Cho and illustrated by Jess X. Snow, the book received starred reviews from *Booklist*, *Kirkus Reviews*, *Publishers Weekly*, and *School Library Journal Xpress*. *The Ocean Calls* is set on Jeju Island in South Korea and tells the intergenerational story of Dayeon who wants to dive, just like her grandma, but is scared. The story is beautiful, as are the illustrations, and the informational back matter teaches students more about the Haenyeo traditions and history. The back matter also focuses on the important role the Haenyeo place on conservation.

Then you'll show students how when a fiction text sparks questions, you can turn to nonfiction texts to learn more. We suggest you first read aloud *The Big Book of the Blue* by Yuval Zommer, part of Zommer's *Big Book* series, which received a starred review from *Booklist*. The book is filled with two-page spreads that answer questions your students are likely to have, including, "How does an animal breathe underwater?" and "When is a turtle a sea turtle?" Each spread is filled with multiple images and captions. These can feel daunting to read aloud—where does one start, for instance?—so we'll show you how to read these kinds of texts well. We've included plans for the entire book, but you might choose to read aloud only the sections that especially interest your class, as well as a few sections that you'll reference across the read-alouds.

Next, you'll read aloud *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation* (830L). Written by Kate Messner and illustrated by Matthew Forsythe, this narrative nonfiction book explores the living legacy of environmental scientist Ken Nedimyer and the work the Coral Restoration Foundation does to rebuild damaged coral reefs. *The Brilliant Deep* was an ALA Notable Children's Book and NSTA-CBC Best Stem Trade Books award winner and received starred reviews from *School Library Journal* and *Shelf Awareness*. You'll help students to read this text in different ways, first getting lost in Ken's story and then learning about coral reefs alongside him.

The final text you'll read aloud is *Coral Reefs* (830L), written by Dr. Sylvia A. Earle and illustrated by Bonnie Matthews, from the Jump into Science series. The descriptive writing and comparisons between coral reefs and buildings will help readers learn even more about coral reefs, as will the

Embedded Professional Learning

In each *Let's Gather* book, we have included read-aloud and reread-aloud plans for three or four texts in each of five units. We don't expect that your all teachers' read-aloud work will match the exact plans we've made. Teachers will want to be responsive to their students and to their own understanding of and appreciation for each text. Our hope, is that these read-aloud plans give teachers images of possibility and expand their understanding of ways read-aloud time can go—and that they mentor teachers in trying some new ways to model proficient-reading strategies and to develop children's knowledge while also keeping a class of listeners engaged.

Alignment to Reading and Writing

These read-aloud plans can stand alone, or they can intersect gracefully with the Units of Study in Reading, Writing, and Phonics. A few of the books overlap with the Units of Study in Reading and Writing, so we've suggested the timing for when in the course of your unit we recommend you read those books.

Teachers will especially want to return to texts to help children study them with an eye toward appreciating what the author and illustrator have done, thinking, "Perhaps I could do that work in my writing as well." For young writers, the knowledge that they can raise the level of their own writing by apprenticing themselves to published writers who are in their classroom, in their library, or in their book baggies is miraculous.

many detailed text features. Earle is a marine biologist and oceans ambassador and was the first female chief scientist of the US National Oceanic and Atmospheric Administration, which makes her especially qualified to write this book.

Drawing on excerpts of all the books you've read aloud, as well as a TED Talk video from Dr. Ayana Elizabeth Johnson, you'll lead conversations about how humans are harming oceans and explore the importance of preserving our oceans and coral reefs for generations to come.

ALIGNMENT TO READING AND WRITING

We've designed this set of read-aloud plans for you to use alongside *Readers Have Big Jobs to Do*, Unit 4 in the first-grade Units of Study in Reading and *Writing Reviews*, Unit 3 in the first-grade Units of Study in Writing. Two of the read-alouds in this text set, *The Ocean Calls* and *The Big Book of the Blue*, are featured in Bend II of *Readers Have Big Jobs to Do*, so we suggest you begin these read-aloud plans alongside Bend II of your reading unit.

UNIT PLAN

We've provided plans for four read-aloud texts: *The Ocean Calls: A Haenyeo Mermaid Story*; *The Big Book of the Blue*; *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation*; and *Jump into Science: Coral Reefs*. We recommend that you read aloud the books in this text set in the order listed below.

The Ocean Calls: A Haenyeo Mermaid Story by Tina Cho

- Session 1** Read *The Ocean Calls: A Haenyeo Mermaid Story* to Support Envisioning and to Build Excitement for the Text Set

The Big Book of the Blue by Yuval Zommer

- Session 2** Begin Reading *The Big Book of the Blue* to Build Knowledge about a Topic
- Session 3** Continue Reading *The Big Book of the Blue* to Support Envisioning and Building Vocabulary
- Session 4** Finish Reading *The Big Book of the Blue* to Support Knowledge Building and Growing Ideas


The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation by Kate Messner

- Session 5** Read *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation* to Support Work with Story Structure
- Session 6** Reread *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation* to Support Knowledge Building

Jump into Science: Coral Reefs by Dr. Sylvia A. Earle

- Session 7** Read *Jump into Science: Coral Reefs* to Support Knowledge Building, Vocabulary Building, and Summarizing
- Session 8** Facilitate a Whole-Class Conversation about Preserving Oceans
- Session 9** Reread *The Ocean Calls* to Support Cross-Text Synthesis

KEY SKILLS STUDENTS WILL LEARN AND DEMONSTRATE

The text set that supports this read-aloud unit includes both narrative and expository texts. Throughout this unit, you'll support your students with several narrative and informational comprehension skills. Refer to the Fiction and Nonfiction Learning Progressions in the "Getting Started" to see the progression of work related to a variety of skills. These progressions are also available in the online resources. 

KEY KNOWLEDGE STUDENTS WILL BUILD ACROSS THE READ-ALOUDS

Across these read-alouds, your students will learn about oceans, coral reefs, and conservation, among other topics. Students will learn more about **the diversity of life in oceans**. They'll find out about different creatures who live in oceans, from mollusks and crustaceans to fish and mammals, and they'll learn ways those animals are **uniquely adapted to hunt prey and survive attacks from predators**. They'll learn about how some animals are poisonous, some animals can camouflage, and other animals have unique ways of moving their bodies to keep themselves safe. A big topic kids will learn about is **coral reefs**. They'll learn about different kinds of coral reefs and **how coral reefs form** as coral spawn and coral polyps land and colonize new areas. They'll learn about the **unique and varied life forms that make up a healthy coral reef**, and they'll learn about how **coral reefs are in danger**, especially because of human actions. Plus, students will learn how **marine biologists and conservationists** are working hard to protect coral reefs and keep coral reefs healthy. Through a fiction story and related nonfiction reading, kids will also learn about the **Haenyeo divers**, female divers on Jeju Island in South Korea, who are sometimes described as "indigenous marine biologists." They learn how these women have earned a living for their families for centuries, diving without oxygen to dangerous depths to harvest abalone, sea urchins, and other sea creatures. They'll understand **how tricky diving is**, especially without an oxygen tank.

In addition, students will deepen their knowledge about nonfiction reading. You'll support them in learning more about **text structures** (including true stories and question-and-answer books), and you'll also solidify their understanding of **main topics and key details**.



Highlighting Powerful Teaching Methods

As teachers read through the *Let's Gather* read-aloud plans, they'll see that we've deliberately included a range of teaching methods that will help teachers engage students, deepen their comprehension, and support knowledge building.

When the purpose for reading is to build knowledge around a topic, as it is in this session, the teacher will pause regularly to invite students to synthesize what they are learning across texts, to make sense of new vocabulary, and to use their new knowledge to talk more expertly about the topic.

Book 2 Read-Aloud

Whole-Class Teaching of High-Leverage Skills and Strategies

Read-aloud time affords the perfect forum for providing the explicit instruction in vocabulary, text structures, genre knowledge, literary knowledge, and comprehension strategies.

Within each unit, we've outlined especially high-leverage vocabulary work teachers can do alongside each book. Then, within each set of plans, teachers will find a host of coaching tips that also serve as professional development, giving teachers insights into the ways they might lift the level of your students' work.



The Big Book of the Blue by Yuval Zommer

Focus for the Read-Aloud

Today you'll read aloud a captivating text about ocean animals, *The Big Book of the Blue*, by Yuval Zommer, to help students build background knowledge about the topic. You'll especially emphasize the importance of paying attention to key details and new vocabulary in the text and using actions to deepen comprehension about the topic.

Vocabulary

This book combines more accessible Tier 1 vocabulary (such as *flying*, *swimming*, *hungry*, *breathes*) with Tier 2 words (such as *surface*, *squirt*) and Tier 3 content-specific vocabulary (such as *predators*, *current*, *scales*, *flippers*, *gills*, *blowhole*) to help students begin to build a base of vocabulary they'll draw on whenever they discuss ocean animals.

Today you'll especially highlight the following words: *gills*, *blowhole*, *predators*, *current*, and *squirts*. You'll also use the terms *ocean animals* and *sea creatures*, which will provide support for MLLs. Be sure to introduce these words across the read-aloud and add them to a new vocabulary wall. You'll continue to use the words *main topic* and *key details* to support students as they summarize.

Details and Getting Ready

The pages of the book are numbered, and we have used those numbers in the plans. The structure of this book is mainly question-answer. We've written plans for proceeding through the book chronologically, but you might choose to modify these plans so as to follow your students' interests, reading the spreads that especially interest them.

Know that if you are using the Units of Study in Reading, your first introduction of this book happens in the minilesson of Bend II, Session 3 of Unit 4, *Readers Have Big Jobs to Do*. You'll want to return to this text for a whole-class read-aloud any time after that session.

We've suggested that you split your reading of this book across three days.

Session 2 ♦ Begin Reading *The Big Book of the Blue* to Build Knowledge about a Topic

BEFORE READING

Model how reading a fiction book leads you to questions about a nonfiction topic. Invite partners to share their questions. Then introduce a book that will answer some of their questions.

"Reading about Dayeon and her grandmother diving into the ocean to collect sea urchins and seaweed has made me want to learn more about everything you can find beneath the ocean's surface, especially way down deep where divers rarely go. I wonder what kinds of animals live in the ocean. How do they survive in the water?"

"Thumbs up if there's a question you have about the ocean or something you're wondering about the animals that live there?" Pause so kids can think. "Share your questions with your partner!"

"Let's research to find the answers to some of those big, important questions. We won't need flippers or goggles, but we will need a nonfiction book, *The Big Book of the Blue*." Hold up the nonfiction text. "Ready to dive in?"

Preview the text briefly, skimming over the table of contents and discussing what different sections might teach.

Project the table of contents. "Wow! This book has a *ton* of sections. It looks like most of the sections will teach us information about different types of sea creatures." Trace your finger over different sections as you talk. "Sea turtles, jellyfish, sharks, and dragons—I don't think I've ever heard of a dragonet! Thumbs up if you have!"

"Oh, and it looks like there are other kinds of sections too. These sections are all about animal parts, like fins and flippers and gills and blowholes. Maybe those parts will help answer my question about how animals survive underwater!"

"And these sections are titled 'Oceans in danger' and 'Plastic in the sea.' What do you think we'll learn about in those sections?" Use the all-call signal.

"It sounds like those will be chapters we won't want to miss. Let's plan to read the first several sections of the book today, and then we can continue tomorrow. I bet our brains will be swimming with information by the end!"

DURING READING

Use pages 6–7 to demonstrate how you first study the heading to determine what the page will be about and then read the text around the page.

Pause before reading pages 6–7: "Whoa, we're going to need to flip the book sideways. When I see a page like this with all kinds of information, I always like to start reading at the top, where the heading is."

Read the heading, followed by the subheading. "Oh, this heading is a question: 'Ocean Families: What kind of animals live in the ocean?' I bet the rest of this section answers that question on top. I'm already getting answers from the illustrations—are you? What kind of ocean animals can you spot?" Use the all-call signal.

You'll want to keep this part brief. You might invite a few students to share their responses with the class to build enthusiasm, but don't let this drag on for too long.

If you are teaching Unit 4 from the Units of Study in Reading, you introduced this book as part of Bend II, Session 3. If your students are not yet familiar with this book, you might spend a bit more time previewing the text together.

You'll want to model how you read this browsable nonfiction text by starting with the largest text—the headings—followed by the subtext. You may proceed through each section moving top to bottom, left to right, as you would any other read-aloud. However, you might also choose to let kids' interests steer you, jumping to a section of the page that particularly intrigues the class.

Modeling the Mindset, Habits, and Strategies of Proficient Readers

When teachers say, "Let's gather," and call the class together around a shared text, they have a magnificent opportunity to mentor children in the mindset, habits, and strategies of proficient readers. "Let's take a sneak peek before we start reading. We can look at the front cover and the back cover, and study some of the pages," the teacher says, adding, "I usually do that before I read a book, don't you?"

Assessment Resources

Because the work of reading is largely invisible, it can be hard for teachers to know what’s really going on with each child. But with the right assessment tools, teachers can get a much clearer picture of what students know and need, in order to make strategic decisions about how to help each child move along the pathway toward greater proficiency. We offer a number of assessment resources to help teachers, both at the grade level and unit level in the Online Resources, with additional tools available on the TCRWP website.

Suggested Assessments: Kindergarten Units of Study in Reading

| Unit Title | Assessment Options |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 1: We Are Readers | <ul style="list-style-type: none"> • Concepts About Print Assessment • Letter-Sound Identification |
| Unit 2: Sharing Reading | <ul style="list-style-type: none"> • Letter-Sound Identification • High-Frequency Words Assessment • Phonemic Awareness Assessment |

Suggested Assessments: Grade 1 Units of Study in Reading

| Unit Title | Assessment Options |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 1: Building Good Reading Habits | <ul style="list-style-type: none"> • Phonic Decoding Assessment • Phonemic Awareness Assessment • Running Records |
| | <ul style="list-style-type: none"> • High-Frequency Words Assessment • Phonic Decoding Assessment • Phonemic Awareness Assessment • Running Records |
| | <ul style="list-style-type: none"> • Phonic Decoding Assessment • Phonemic Awareness Assessment • Running Records |
| | <ul style="list-style-type: none"> • Phonic Decoding Assessment • Phonemic Awareness Assessment • Running Records |
| | <ul style="list-style-type: none"> • High-Frequency Words Assessment • Phonic Decoding Assessment • Phonemic Awareness Assessment • Running Records |

Suggested Assessments: Grade 2 Units of Study in Reading

| Unit Title | Assessment Options |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 1: Becoming a Big Kid Reader | <ul style="list-style-type: none"> • Phonic Decoding Assessment • Running Records <p>For students who still need to solidify skills from kindergarten and first grade:</p> <ul style="list-style-type: none"> • Letter-Sound Identification Assessment • High-Frequency Words Assessment • Earlier Phonic Decoding Assessment Categories |
| Unit 2: Becoming Experts | <ul style="list-style-type: none"> • Phonic Decoding Assessment • Informal Running Records • Nonfiction Reading Performance Assessment |
| Unit 3: Tackling Longer Words and Longer Books | <ul style="list-style-type: none"> • Phonic Decoding Assessment • Running Records |
| Unit 4: Stepping into the World of the Story | <ul style="list-style-type: none"> • Phonic Decoding Assessment (as needed) • Running Records • Literary Reading Performance Assessment |
| Unit 5: Growing Knowledge Together | <ul style="list-style-type: none"> • Phonic Decoding Assessment (as needed) • Running Records • Nonfiction Reading Performance Assessment |

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Phonic Decoding Assessment

How Do I Use This Assessment?

This assessment is best used as a formative assessment—as a quick but effective way to determine what word reading skills to teach next. Therefore, check-ins with students should be brief (about 5 minutes) and should usually involve *only* those sections of the overall assessment most likely to give key information that you can use to plan your next steps for instruction. Note that typically, you'll only assess students using one set of a particular section at a time. You'll start with Set 1, only moving to Set 2 if a student needs to be reassessed in the same category.

When administering this assessment . . .

1. Show the student page for the relevant section and ask the child to read the real words aloud. You might say: "Here are some real words that you might see in a book. Please read them to me. You can sound out the words, like this, '/sssīīp/. Sip,' or you can read the words all at once, like this, 'Sip.'" Depending on the student, you might show an entire row of words or show the words one at a time.
2. After the child has read the real words from the set, ask the child to read the nonsense words aloud. You might say: "Here are some nonsense words. These are not real words, they're just silly and made up, but you can still read them. Don't try to change them into real words. You can sound out the words, like this, '/nnnōōmmm/. Nom,' or you can read the words all at once, like this, 'Nom.'" As before, show a row of words or one word at a time.

Nonsense words are included in the assessment so that you can determine whether or not students are able to apply their phonics skills to the decoding of unfamiliar words *without* strong decoding skills may be able to recognize certain real words.

How Do I Mark Student Responses on the Teacher Recording Sheet?

- If the child reads the word correctly, put a checkmark next to the word.
- If the child reads the word incorrectly, write the attempt next to the word.
- If the child makes multiple attempts to read the word, record all of the attempts.
- If the child self-corrects, write SC next to where you've written the incorrect attempt.
- If the child does not attempt to read the word, leave it blank. Then ask the child to try again. If the child still does not attempt the word, move on.
- Record your additional observations in the box. Examples: "Reads some words but not whole words." "Accurate but slow." "Rushes and makes mistakes." "Inconsistent."

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Phonic Decoding Assessments

As you get to know your students, you'll construct a portrait of each reader in your class. This will be based on your letter-sound assessments and your phonics decoding assessments, your running records and performance assessments, among others, and it will also draw on your studies of behaviors during reading workshop and your personal connection with each student.

How Do I Score This Assessment?

Since the check-in is a formative assessment, it should be scored with an eye toward what to teach next. Guidance on how to score each section and determine an instructional focus for the child is provided below.

After a student has attempted all the words in a section, determine the percentage read correctly. What you're looking for is the first section where the child can no longer read 80% of the words correctly. The phonics skills targeted by that section will be a good instructional focus for the student. As you administer the assessment your rule of thumb should be: If 80% or more of the words are read correctly, move on. If less than 80% of the words are read correctly, stop here—you've found something you can teach into. This information is reflected in the table below.

| Score on Specific Word Reading | The student is at . . . | Level of Instructional Focus | You might . . . |
|---------------------------------------------------------------------------------|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 100% | Mastery | Move On | Select a different instructional focus. Periodically review the phonics skills targeted by this section if it seems sensible. Keep in mind that students will also review them as they read and write. |
| 80% or more | Proficiency | Be Strategic | Shift toward a different instructional focus, most likely the phonics targeted by the next word reading section. As you do, strategically teach into the phonics required to read the words in this section. |
| Achieved proficiency in the preceding section but less than 80% in this section | Instructional | Provide Intensive Teaching | Make the phonics targeted by the words in this section a major instructional focus for the student. |

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Phonic Decoding Assessment - List of Sections

Click below to jump to the Teacher Recording Sheet or Student Page for each section

1. **CVC Words with Short Vowels a, i, o**
 - Teacher Recording Sheet
 - Student Page
2. **CVC Words with Short Vowels a, i, o, u, e**
 - Teacher Recording Sheet
 - Student Page
3. **Consonant Blends**
 - Teacher Recording Sheet
 - Student Page
4. **Consonant Digraphs ch, sh, th, ck, ng**
 - Teacher Recording Sheet
 - Student Page
5. **Silent e Words**
 - Teacher Recording Sheet
 - Student Page
6. **Inflectional Endings -s, -es, -ing, -ed**
 - Teacher Recording Sheet
 - Student Page
7. **Vowel Teams ea, ee, ai, ay, oa, ow**
 - Teacher Recording Sheet
 - Student Page
8. **Vowel-R ar, or, er, ir, ur**
 - Teacher Recording Sheet
 - Student Page
9. **Special Vowels ou, ow, oi, oy, au, aw, oo**
 - Teacher Recording Sheet
 - Student Page
10. **Two-Syllable Words consonant-LE, closed syllables, open syllables**
 - Teacher Recording Sheet
 - Student Page
11. **Two-Syllable Words all syllable types**
 - Teacher Recording Sheet
 - Student Page
12. **Three-Syllable Words**
 - Teacher Recording Sheet
 - Student Page

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Planning Assessments

We recommend several assessments that you can spread out across the year in order to monitor students' progress with decoding, high-frequency words, fluency, and comprehension. These include phonemic awareness assessments, phonic decoding assessments, running records, and high-frequency word assessments, among others.

It will be wise to lay out the curriculum and school calendar at the beginning of the year and to plan an assessment schedule. This will help teachers allocate time, match assessments to instruction, and collaborate with colleagues to do data-based planning.

Student Name: _____

CVC Words with Short Vowels a, i, o, u, e

Set 1

Example Real Word: can

Example Nonsense Word: vog

| Real Words | | | Nonsense Words | | |
|--------------|--|-----|----------------|-----|--|
| lap | | sip | | zum | |
| fed | | yet | | sim | |
| jog | | cob | | vap | |
| kit | | nag | | hob | |
| tug | | hum | | tez | |
| Observations | | | | | |

Proficient: 12–15 /15

Set 2

Example Real Word: lap

Example Nonsense Word: zum

| Real Words | | | Nonsense Words | | |
|--------------|--|-----|----------------|-----|--|
| can | | hum | | vog | |
| yet | | kid | | meb | |
| sub | | rot | | lat | |
| fin | | leg | | wup | |
| dot | | zap | | jit | |
| Observations | | | | | |

Proficient: 12–15 /15

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Phonic Decoding Assessment – Teacher Recording Sheets

Student Name: _____

CVC Words with Short Vowels *a, i, o*

Set 1

Example Real Word: sip
Example Nonsense Word: nom

| Real Words | | | Nonsense Words | | |
|---------------------|--|-----|----------------|-----|--|
| not | | kid | | rom | |
| pig | | rot | | pid | |
| man | | cap | | mot | |
| | | | | san | |
| <i>Observations</i> | | | | | |

Proficient: 8-10/10

Set 2

Example Real Word: not
Example Nonsense Word: rom

| Real Words | | | Nonsense Words | | |
|---------------------|--|-----|----------------|-----|--|
| sip | | ram | | nor | |
| pan | | sad | | rit | |
| dog | | kit | | caf | |
| | | | | kip | |
| <i>Observations</i> | | | | | |

Proficient: 8-10/10

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Assessment for Learning

Teachers will be able to find out a lot about their readers from running records and/or phonic decoding assessments and they can use that formative data immediately—in fact they need to, as kids will outgrow that data quickly. Teachers will also look at qualitative data that they gather every day. Teaching reading is a qualitative endeavor, which means your most useful data will also be qualitative.

Student Name: _____

Three-Syllable Words

Set 1

Example Real Word: argument

| Real Words | |
|---------------------|--|
| fantastic | |
| antelope | |
| explaining | |
| reminder | |
| nocturnal | |
| <i>Observations</i> | |

Proficient: 4–5/5

Set 2

Example Real Word: fantastic

| Real Words | |
|---------------------|--|
| argument | |
| imitate | |
| publishing | |
| volcanic | |
| hamburger | |
| <i>Observations</i> | |

Proficient: 4–5/5

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Performance Assessments

During a performance assessment, students either read a passage to themselves or the teacher reads it aloud. Then, students respond to a few questions that are designed to assess specific reading skills such as character inference or the ability to synthesize information. Teachers can use this data to plan for small-group instruction and conferences across the upcoming unit. Later, teachers can use the end-of-unit performance assessment to measure student growth.

Nonfiction Reading Performance Assessment

To assess your students' development of higher-order thinking and close reading skills we recommend you give students a reading performance task assessment both before and toward the end of this unit. This assessment will measure your students' skills with nonfiction reading, noticing especially the reader's abilities to synthesize, to read closely, and to gather evidence from texts.

To view the **Nonfiction Reading Performance Assessment Texts**, follow the links below.

Pre-Assessment Text:

"Working at the Hospital" by Barbara Radner: <https://www.commonlit.org/en/texts/working-at-the-hospital>

Post-Assessment Text:

"Flopping Frogs" by Pamela Brunskill: <https://www.commonlit.org/en/texts/flopping-frogs>

Nonfiction Reading Performance Assessment Texts

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WORKING AT THE HOSPITAL

by Barbara Radner • 2008 3rd Grade Lexile: 470
Font Size A A A A

Have you ever visited the hospital? If you have, you've likely met doctors and nurses; but did you know there are other jobs that need to be completed at the hospital? In this informational text, Barbara Radner discusses who works at the hospital. **As you read, take notes on what jobs are important at the hospital.**

[1] There are many jobs at the hospital. Some people work as nurses. Some people work as doctors. You probably know about those jobs. There are many other jobs at the hospital. If you are a patient in a hospital, you will meet different workers. It might start with the ambulance driver. That worker helps people get to the hospital quickly.



"Doctor at Fallujah hospital" by PBS NewsHour is licensed under CC BY-NC 2.0.

Some workers take care of visitors to the hospital. The visitors have to sign in. The receptionist signs them in. The receptionist makes sure they can find the right places in the building. They are the first workers you will see when you come into a hospital.

Some workers make food at the hospital. They have a big kitchen. They cook food for the patients. Some patients need a special diet. 1 The cooks need to plan their meals carefully. They need to make sure they get good food. 2

Some workers help keep the hospital clean. It is very important that the building is clean. They clean all the rooms every day. People who are sick need to have really clean rooms. That helps them get better.

ACTIVITIES

| | | | |
|-----------------|-------------------|----------------------|------------|
| Annotation Tool | Guiding Questions | Assessment Questions | Discussion |
|-----------------|-------------------|----------------------|------------|

This text has **Guided Reading Mode**. Should you choose to enable Guided Reading Mode with your students for this assignment, they will be prompted to answer guiding comprehension questions as they read. The text is revealed as students answer questions correctly and multiple attempts are allowed. Guiding questions are not scored.

Click the 1 icon to preview the guiding questions.

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FLOPPING FROGS

Have scientists discovered why the tailed frog belly-flops?

by Pamela Brunskill • 2013 3rd Grade Lexile: 630
Font Size A A A A

In this informational text, Pamela Brunskill explains what scientists have learned about the tailed frog. **As you read, take notes on what makes the tailed frog special.**


[1] You probably know that frogs hop. But did you know that there's a tiny frog in the Pacific Northwest that belly-flops? It's called a tailed frog.

Dr. Rick Essner is a biologist who has been studying tailed frogs for the past few years. "I've looked at thousands of jumps with high-speed video and have never seen them land on their feet like other frogs," Essner says. Most of the time, tailed frogs land on their stomachs and then bring their back legs in to prepare for another jump.

Not like Other Frogs

Essner first noticed these frogs because of the way they swim. Other frogs kick both of their back legs at the same time. But when a tailed frog swims, it moves more like a trotting horse. It pushes first with one leg and then the other.

To try to figure out why tailed frogs belly-flop, Essner and other scientists collected 1 and filmed different kinds of frogs. By putting their fingers behind the frogs, they were able to make each frog jump. The scientists found that all of the frogs start their jumps



"Adult Female Rocky Mountain Tailed Frog #2 - Idaho" by petechar is licensed under CC0.

ACTIVITIES

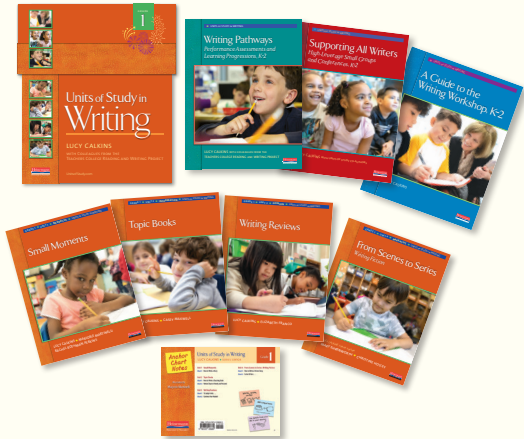
| | | | |
|-----------------|-------------------|----------------------|------------|
| Annotation Tool | Guiding Questions | Assessment Questions | Discussion |
|-----------------|-------------------|----------------------|------------|

This text has **Guided Reading Mode**. Should you choose to enable Guided Reading Mode with your students for this assignment, they will be prompted to answer guiding comprehension questions as they read. The text is revealed as students answer questions correctly and multiple attempts are allowed. Guiding questions are not scored.

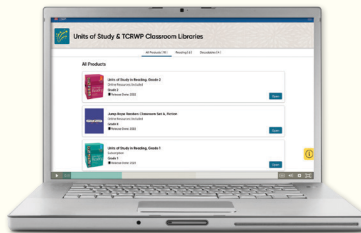
Click the 1 icon to preview the guiding questions.

State-of-the-Art Units, Tools, and Methods for K-8 Literacy Instruction

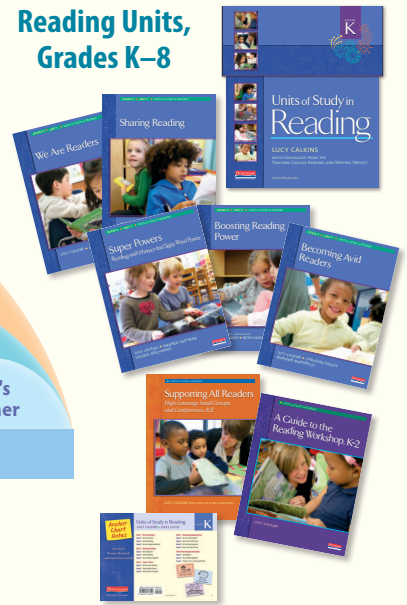
Writing Units, Grades K-8



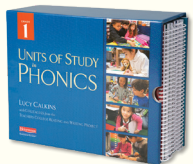
Online Resources to Support Blended Teaching and Learning



Reading Units, Grades K-8



Phonics Units, Grades K-2



Jump Rope Readers, Grades K-1



Let's Gather, Grades K-2

