

Unit 3: Readers Construct Meaning: Spotlight on Monitoring for Meaning (2 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students will work to become flexible word solvers. Using a repertoire of print and comprehension strategies will enable students to read a wider range of texts independently.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Make and revise predictions as they read
- Integrate the sources of information
- Learn to self-monitor
- Cross-check using sources of information

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Identifying the purposes of making predictions
 - Predictions help readers get into a story.
 - Predictions help make sense with the story.
 - Predictions can be right.
 - Predictions can be wrong.
 - Predictions can be revised while reading a text.
 - Predictions should be supported by illustrations and/or text.
- Making predictions before and while reading a text based on pictures, storyline and personal experiences (Using text evidence)
 - I think...is going to happen.
 - I predict that...
 - I bet the character is going to...
- Revising predictions as necessary while reading a text
 - It came true like I said and here is the evidence...
 - That's not what I thought was going to happen because...
- Constructing meaning using
 - Schema
 - Readers use what the kind of story and about life to make good predictions and monitor for meaning.
 - Mental images
 - Readers predict and monitor for meaning by making pictures in their minds.
 - Inferring
 - Readers think beyond what is written in the text to get ideas about the characters and story. Readers use the illustrations and text to support their inferences.
 - Questioning
 - Readers ask questions to stay involved in the story and think about what is happening.
 - Readers read on to find answers to their questions.

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- Readers may have some questions go unanswered.
- Reviewing and extending repertoire of strategies partners have for figuring out unknown words
 - Using picture clues to figure out unknown words and thinking about what would make sense
 - Using initial and final sounds of words to figure out unknown words and thinking about what would make sense
 - Looking across a word and thinking about what would make sense to figure out an unknown word
 - Noticing a pattern and using it to figure out an unknown word
 - Looking for little words inside of bigger words and thinking about what would make sense to figure out an unknown word
 - Rereading to fix a tricky word and thinking about what would make sense
 - Reading on, then going back to try to figure out an unknown word thinking about what would make sense
 - Using the pictures and thinking about what would make sense to figure out unknown words
 - Using known words and thinking about what would make sense to figure out unknown words
- Guiding students to self monitor
 - Does it make sense?
 - Does it look right?
 - Does it sound right?
- Noticing when meaning breaks down
 - Reading back to understand a confusing part and/or to fix a miscue (i.e., what would make sense?)
 - Reading on to understand a confusing part and/or fix a miscue (i.e., what would make sense)
- Stopping and thinking after reading a chunk/part of a text
 - What was the most important thing that happened in that part? How do you know? What is your evidence?
 - What was that part of the text mostly about?
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students identify a print strategy they used. Jot the strategy on a Post-it and explain how it was used and how it helped. Another possibility is to make a copy of the page of the text where a strategy was used and noted by the student. Make a bulletin board display of the different examples of strategies used by the students. Share bookmarks of strategies readers use to figure out unknown words. A variation is to create a ring of cards that highlight the different strategies readers use. Use icons to support student understanding of the strategies. Differentiate bookmarks/ring of cards based on individual student need.

Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 15 min. and reading with a partner for 5 min.
- Use read aloud, morning message, shared reading and guided reading to model how readers integrate different strategies to weave together meaning, word solving and phonics.
- Use leveled texts (D-G) to model decoding and comprehension strategies during minilessons.
- Model the strategies for monitoring for meaning and making predictions across genres (nonfiction, fiction, poetry) during read aloud so that students understand the strategies are transferrable to any text.
- Some teachers planned this unit by dividing it into three chunks. Week 1 focus on print strategies, Week 2 teach students to integrate the sources of information, Week 3 focus on comprehension.
- Introduce concept of “toolboxes.” Create bookmarks after strategies have been introduced, a bookmark of reading strategies toolbox (print strategies), a separate bookmark for thinking strategies toolbox (comprehension strategies).
- Create anchor charts with visuals/icons to reflect the strategies taught during shared reading, read aloud and minilessons. Encourage students to use these resources as needed. (A sample anchor chart for pushing students to be metacognitive about the reading process is illustrated below.)

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What readers do to understand...	What readers do when they come to a word they don't know...

- Revise the homework/school reading log to include a section in which students record a reading strategy used and how it helped them as a reader.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 1st Grade Reading Curricular Calendar 2010-2011*
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margolies and Pam Allyn (Chapters 1, pp. 27-29)
- *Growing Readers* by Kathy Collins (Chapter 5 and 6)
- *Reading with Meaning* by Debbie Miller (Chapters 4-5)
- *First Grade Readers* by Stephanie Parsons (Chapter 6)
- *The Primary Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 1 Monitor Comprehension, Strategy Guide 2 Activate and Connect)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson