

Overview for Grade 1 Unit 3, *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension*

Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Transition to Partner Time	Share	
BEND I: Readers Have Important Jobs to Do					
1	You Be the Boss! Readers Say, "I Can Do This!"	Noting and Celebrating Signs of Perseverance	Stop When You're Stuck and When Something Doesn't Seem Right!	Cheer On Your Partner!	Singing a Song to Remember to Stop
2	Readers Use <i>Everything</i> They Know to Solve a Word	Moving Students toward Bigger Challenges	<i>Old</i> Charts Can Help with <i>New</i> Work	Revising a Chart to Reflect and Celebrate Student Growth	Readers Try Something and Then Something <i>Else</i> to Fix Up Their Reading
3	Readers "Check It!" to Self-Monitor	Analyzing Running Records to Inform Your Teaching	Using Tools as Reminders When Reading Breaks Down	Celebrating and Sharing a Tough Word You Solved with Your Partner	Helping Readers Find the Right Tool for the Job
4	Readers Make a Plan				
5	Readers Get Help When They Need It	Coaching Partners to Use the Skills They've Learned	Checking In on Goals	We Don't Just Tell—We Help!	Celebrating Readers' Hard Work
BEND II: Readers Add New Tools to Read Hard Words					
6	Readers Think about the Story to Problem-Solve Words	Using Guided Reading to Move Kids to New Levels	Readers Reread to Remember What's Happening	Readers Work Together to Keep Track of the Story	Partners Retell the Big Events
7	Readers Think about What Kind of Word Would Fit	Learning from Running Records	Readers Think about How Books Talk	Checking that the Reading Sounds Right	Readers, Like Editors, Listen and Fix Up Parts that Don't Sound Right
8	Readers Slow Down to Break Up Long Words	Supporting Independence in Word Solving	Readers Break Words in More Than One Way	Remind Partners to Use What They Know	Listening for Parts to <i>Write</i> Words
9	Readers Use Words They Know to Solve Words They Don't Know	Supporting Independence in Reading	Readers Can Use the Word Wall to Read Similar Words	Hunt for Words that Look Like Words You Know	Using New Tools to Read New Words
10	Readers Try Sounds Many Ways to Figure Out Words				
11	Readers Use Sight Words to Read Fluently	Taking Stock	Remembering Known Words	Showcasing Students' Reading Progress	Checking in and Setting New Goals
BEND III: Readers Use Tools to Understand Their Books					
12	Readers Work to Understand, Rereading If They Don't Get It	Supporting Students in Reading for Meaning	Remembering to Read Smoothly	Getting Help to Understand Confusing Parts	Think, "What's Next?" to Understand More
13	Readers Make Mind Movies to Picture What's Happening	Strengthening Strategies to Support Comprehension	Noticing Time and Place	Acting Out Scenes to Understand What's Happening	Staying on Top of Goals
14	Readers Keep Track of Who's Talking as They Read				
15	Readers Don't Just <i>Read</i> Words, They <i>Understand</i> Words	Supporting Readers' Understanding of the Text	Use Your Own Word to Replace New Words	Use New Words When You Book Talk	Partners Can Teach Each Other New Words
BEND IV: Readers Use Everything They Know to Get the Job Done					
16	Readers Use Everything They Know to Get the Job Done <i>Quickly!</i>	Logistics and Supports for Orchestrating Reading	Taking Inventory of All Your Reading Tools	Partners Work Together to Get the Job Done Even Quicker	Readers Triple-Check Their Reading <i>Quickly</i>
17	Readers Investigate Ways to Make Their Reading Sound Great	Teaching for Fluency and Reflecting on Data	Punctuation Helps Make Your Reading Sound Right	Try Reading in Different Ways to See What Fits Best	Showing Off Your Reading Just Like a Reading Star!
18	Partners Work Together to Make Their Reading Sound Its Very Best				
Read Aloud and Shared Reading					