

TCRWP Unit 1 --1st: Building Good Reading Habits

Big Ideas/Overview:

- Give kids the best possible start to the year by reminding about habits & building on them
- Readers have good habits they already use at the beginning, the middle, and the end of books.
- First graders have good habits for getting themselves unstuck as they read.
- Tap into the social power of peers working together to help children become more strategic as readers

Skills/Standards

Foundation Reading Skills

- CCSS.ELA-LITERACY.RF.1.1- Demonstrate understanding of the organization and basic features of print.
- CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- CCSS.ELA-LITERACY.RF.1.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.1.4- Read with sufficient accuracy and fluency to support comprehension.

Reading Informational Texts

- CCSS.ELA-LITERACY.RI.1.1--Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.1.2- Identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Literature

- CCSS.ELA-LITERACY.RL.1.1- Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-LITERACY.RL.1.3- Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-LITERACY.RL.1.7- Use illustrations and details in a story to describe its characters, setting, or events.

BEND 1 Habits for Reading Long and Strong

The gist of this bend is that you teach kids that readers have habits before, during, and after they read.

You'll remind kids to preview each new book, studying the cover and a few of the pages before reading, as a way to establish some sense of meaning before working to read the words. You'll also encourage kids to linger with the book when they're done, rereading or retelling before moving on.

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

BEND II Habits for Tackling Hard Words

The second bend shifts to a focus on foundational skills, and in this instance, word-solving strategies. You'll help kids tackle hard words in their books, teaching them the habits readers have when they get stuck.

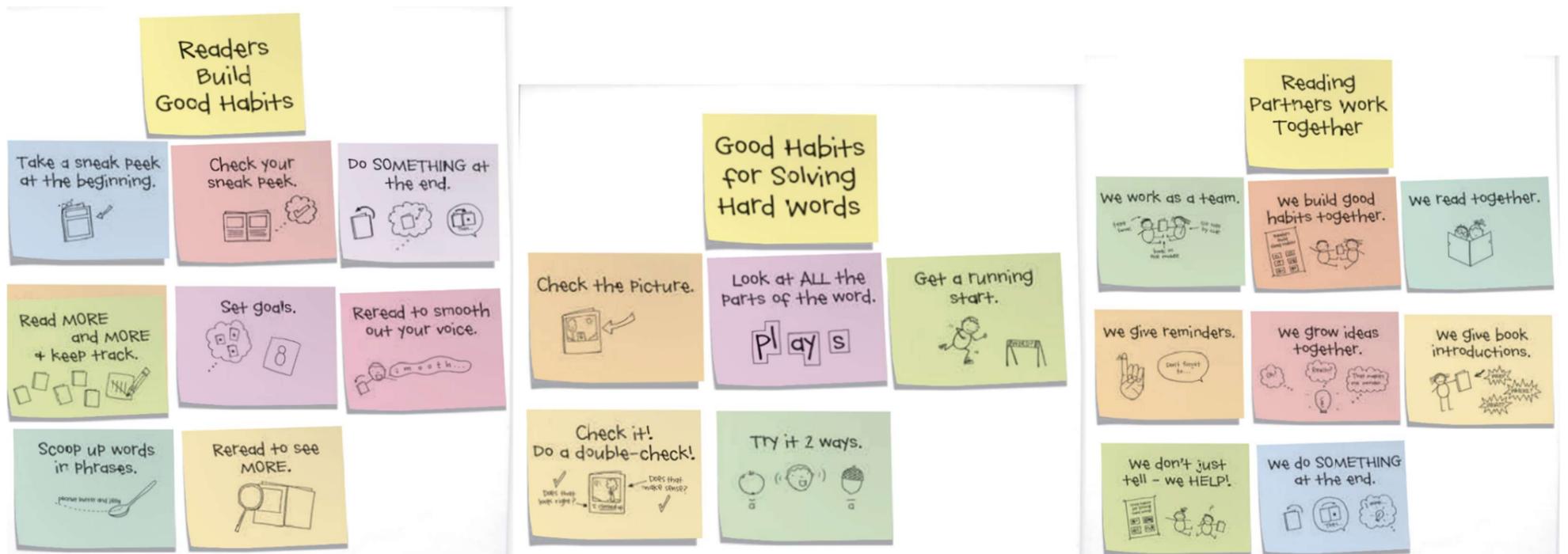
The print strategies across this bend encourage kids to search and cross-check all three sources of information.

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

BEND 3 Partners Have Good Habits, Too!

The final bend focuses on the habits partners have for working together, echoing the habits readers have before, during, and after they read.

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



TCRWP Unit 2-- 1st : Learning About the World - Reading Nonfiction

Big Ideas/Overview:

- In this unit, kids will push themselves to “get super smart about nonfiction topics”, learning ways to deepen their comprehension and improve their fluency while reading information books.
- Growing word solving & knowledge of vocabulary
- Building fluency and studying craft, teaching students to reread, to sound like an expert, and to notice craft moves.

Skills/Standards

Foundation Reading Skills

- CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- CCSS.ELA-LITERACY.RF.1.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.1.4- Read with sufficient accuracy and fluency to support comprehension.

Reading Informational Texts

- CCSS.ELA-LITERACY.RI.1.1- Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.1.2- Identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS.ELA-LITERACY.RI.1.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCSS.ELA-LITERACY.RI.1.5- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- CCSS.ELA-LITERACY.RI.1.6- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- CCSS.ELA-LITERACY.RI.1.7- Use the illustrations and details in a text to describe its key ideas.
- CCSS.ELA-LITERACY.RI.1.8- Identify the reasons an author gives to support points in a text.
- CCSS.ELA-LITERACY.RI.1.9- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

BEND 1 Getting Smart on Nonfiction Topics

In this bend, you'll teach kids to “squeeze all the knowledge they can out of the books they are reading.”

help balance the work of solving hard words with helping readers explore (and love) nonfiction to learn a lot.

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

BEND II Tackling Super Hard Words in Order to Keep Learning

Build on the strategies learned in the first unit. Since our goal in first grade is to move kids up levels quickly, it is crucial to support readers' word solving process.

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

BEND III Reading Aloud Like Experts

Students will continue to strengthen their comprehension skills in nonfiction books and attend to not only what they read but how they read. Fluency will be a large focus as kids learn to read with attention toward craft and structure.

continue to support kids with all aspects of the reading process.

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



TCRWP Unit 3-- 1st : Readers Have Big Jobs to Do

Fluency, Phonics, and Comprehension

Big Ideas/Overview:

- Read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem-solving skills.
- Your main goal then, is to help your students move past the initial impulse to say, "Help me!" when faced with a tricky word or when meaning breaks down. You'll teach them that when this happens, they can take a deep breath, have a little courage and say, "I can solve this myself!"
- Continues to build the foundational skills that are so important for early readers. Be sure to go into this unit with fresh data on your kids—running records and conference notes that will guide your teaching.
- This unit supports students who are moving into H/I/J/K but will also provide plenty of appropriate support for your readers below benchmark.

Skills/Standards

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- CCSS.ELA-LITERACY.RL.1.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-LITERACY.RL.1.7- Use illustrations and details in a story to describe its characters, setting, or events.

BEND I Readers Have Important Jobs to Do

This bend supports more than just word solving, it helps kids learn to monitor themselves as they read, and to search, attempt and check to solve problems.

Another important idea in this bend is bringing kids back to old charts to revise and celebrate student growth.

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

BEND II Readers Add New Tools to Read Hard Words

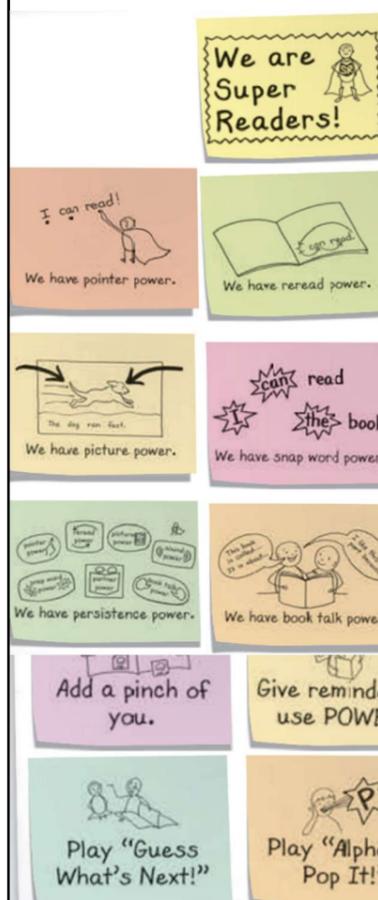
The second bend focuses on strategies for solving words. You've been doing this work all year with your first graders, and now you'll fill their toolkits with new strategies to support them with more complex word-solving. You'll also lift the level of the strategies they've already learned to use.

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

BEND III Readers Use Tools to Understand Their Books

Bend III turns the focus back to comprehension. At this point in the year many of your kids are moving into levels with big changes—books are becoming longer, scenes are shifting from one location to another, dialogue is more complex and pictures are less supportive.

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

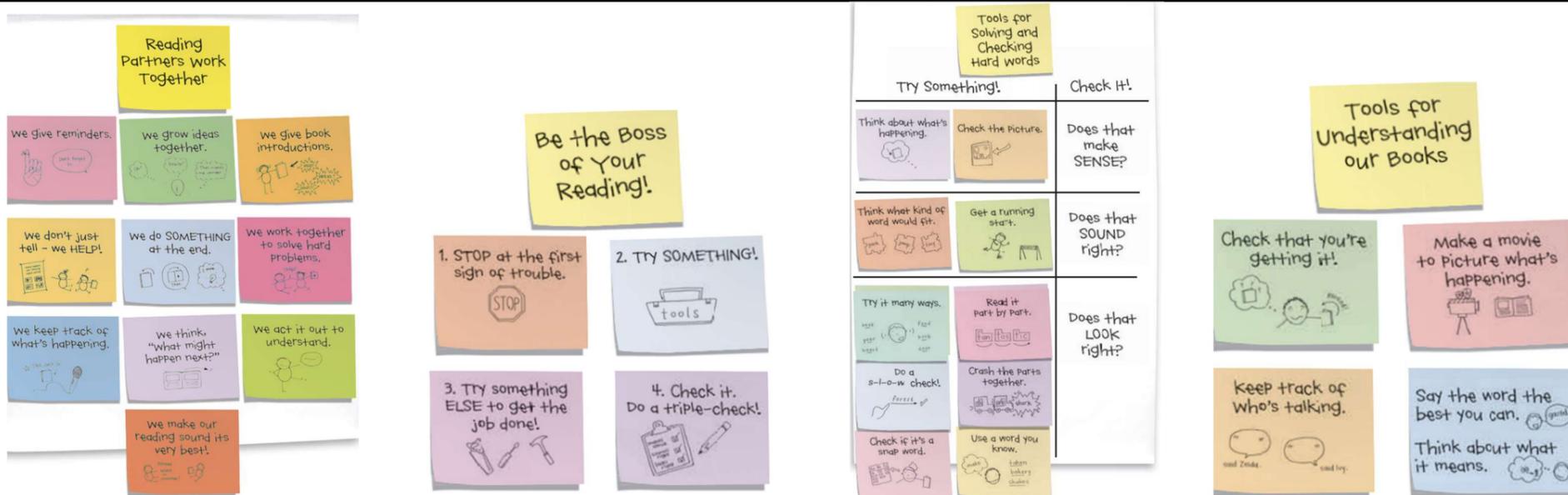


Bend IV Readers Use Everything They Know to Get the Job Done

This final bend brings attention to fluency.

16. Readers Use Everything They Know to Get the Job Done Quickly!
17. Readers Investigate Ways to Make Their Reading Sound Great

18. Partners Work Together to Make Their Reading Sound Its Very Best



TCRWP Unit 4--1st :Meeting Characters and Learning Lessons A Study of Story Elements

Big Ideas/Overview:

- Books can truly function like the rabbit hole in Alice and Wonderland; or like the tornado in The Wizard of Oz, lifting readers off their feet and setting them down in new places, new times
- In this unit, you're helping readers get to know the arc of a story well—to understand it, to retell it, and to talk about it. Your aim is to support children's reading comprehension, starting with helping students build a strong literal understanding of the story. Then, you'll layer on inferential thinking work to push readers toward growing ideas about the characters and the lessons learned.
- This is not a series club unit. Kids will be reading a lot of different stories, about a lot of different characters, rather than getting to know one character well.

Skills/Standards

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Reading Literature

- CCSS.ELA-LITERACY.RL.1.1- Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-LITERACY.RL.1.3- Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-LITERACY.RL.1.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-LITERACY.RL.1.6 - Identify who is telling the story at various points in a text.
- CCSS.ELA-LITERACY.RL.1.7- Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.ELA-LITERACY.RL.1.9- Compare and contrast the adventures and experiences of characters in stories.

BEND I Going on Reading Adventures

The first bend highlights the story elements of setting and plot, while supporting readers in building a literal understanding of the story.

You'll help readers build meaning before, during, and after reading, echoing the work you began at the start of the year in *Readers Build Good Habits*.

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

BEND II Studying Characters in Books

The second bend shifts to a focus on character. You'll help readers dig a little deeper. They'll move from more literal comprehension work to learn about the characters to inferential work centered around growing ideas about how characters feel and how (and why) those feelings change across the story.

This bend also folds in the foundational work of the unit: fluency. When readers think about how characters feel, and read with intonation and expression, they are bound to grow a deeper understanding (and appreciation) for the story.

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

BEND III Learning Important Lessons

The third bend invites readers to consider the lessons characters learn, and the larger lessons readers can carry with them.

Readers will return to familiar stories from their book baggies and reread the ending, thinking, "What was the big problem? How did it get solved? Why does the story end this way?"

You'll help readers think about how the characters' feelings changed from the beginning of the story to the end, and what the character may have realized.

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

BEND IV Growing Opinions About Books

The last bend of the unit is quick and is devoted to celebrating the work readers did to discover the lessons in their books.

12. Readers Share Their Opinions about Books
13. Readers Rehearse What They Will Say

