**Unit 1 - BUILDING A READING LIFE**

3 weeks

**IA.1** Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

**What students need to know about:**

Readers will understand the components, procedures and expectations of reader’s workshop. Students will choose books wisely (appropriate level & interest), set goals for themselves, set up reader’s response journals and begin to use appropriately.

**Read Aloud and/or Mentor Texts:**

Any will work – none specific needed for mini-lessons

\* you will need a book to model how to do a book talk

1:1 Conferencing, share out, observation

**Assessment:**

**Guiding Questions:**

1. How do readers effectively work & participate during reader’s workshop?

2. How do readers choose appropriate texts?

3. How do readers organize their learning, thinking and ideas?

4. How do readers share good books with one another?

**Iowa Core Power & Supporting Standards:**

* Components (what you’re doing/what I am doing)
* Rules (restroom, voice levels, around the room seating)
* Problems & Solutions (what if . . . happens?)
* Classroom library (how to check out/in books)
* Reading Resolutions pg. 26 (goal setting)
* Choosing A Good Fit Book pg. 46
* Setting up/Organizing a RRJ (sections of RRJ & how they’ll be used)
* Classroom procedures for sharing good reads with one another
* Book talks
* Model, why we do them, what should be included, how to hook audience)

**Mini-Lesson Ideas:**