

READER'S WORKSHOP

Unit 4

Readers Read Just-Right Books and use Print Strategies to Support Conventional Reading

Students learn:

- Readers get their minds ready to read
- Readers pause to think about what they just read and hold the idea in their minds as they read each page
- Readers take a book walk and use prior knowledge to help get their minds ready to read
- Readers think about what is going on in the book as they read and make connections
- Readers remind themselves what the book is about as they read and can find evidence in the book
- Readers notice patterns in books and use these patterns to help them read.
- Readers choose just right books
- Readers have tools to figure out tricky words
- Readers use their finger to point under the words they are saying (one - one matching)
- Readers point from left to right with a return sweep
- Readers use the illustrations to help figure out the words
- Readers get their mouths ready by saying the beginning sound of the word
- Readers monitor their reading (does look right, sound right, make sense?)
- Readers use words they know (word wall words) to help figure out unknown words
- Readers are brave when they get to tricky words
- Readers make meaning and connect to what they are reading to help them understand the book

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- Readers remind themselves what the book is about as they read and can find evidence in the book
- Readers read with fluency: Read like you are talking and reread tricky parts so they sound smooth
- Readers use punctuation as a clue to how the text sounds
- Readers read in a smooth voice
- Readers re - read tricky parts

