Unit 4: Readers Have Big Jobs to Do - Fluency, Phonics, and Comprehension

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Generic Time Period**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit children learn that they are ready to take on big and important jobs as a reader to develop independence and to take charge of their own reading. This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem solving skills. Children will learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating to solve a problem, and then check to see that they got it right. The teacher will focus on strengthening and expanding students' word-solving strategies, adding more tools to their toolkits, and reminding students to draw from multiple sources of information in their problem solving. Children will learn how to use strategies in higher level texts, with longer, more complex words, maintaining meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words.

Assessments will be conducted in this unit and throughout the year using Teacher's College Running Records. In addition, Fundations, Level 1, Wilson Language Basics, (2012, Wilson Language Training Corporation) will systematically and comprehensively instruct students in phonemic awareness and word study, which includes both phonetic and high frequency sight words. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.

Standards

LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Essential Questions

- How do readers obtain meaning from text?
- How do partners help each other with their reading?
- How do readers envision what they read?
- How do readers solve words they don't know?
- How do readers use clues from letter-sounds, pictures, and text to help them tackle hard words?

Application of Knowledge: Students will know that...

- Readers envision the scene as they read, using the pictures and the words to make a movie in their mind.
- Readers know that groups of words can make different sounds so they try many ways to figure out hard words.
- Readers practice reading fluently; they expand their repertoire of known words by rereading.
- Readers slow down to break up longer words part by part.
- Readers stop at the first sign of trouble and try a strategy.
- Readers use clues in illustrations and the text to infer meanings of unknown words.
- Readers use words they know to solve words they don't know.
- Reading partners work together to solve hard problems.
- To understand books, readers know it's important not just to pay close attention to the actions of the characters, but also to the dialogue.

Application of Skills: Students will be able to...

- Envision a scene as they read, using the pictures and the words to make a movie in their mind.
- Pay close attention to the actions of the characters and dialogue.
- Practice reading fluently and expand their repertoire of known words by rereading.
- Slow down to break up longer words part by part.
- Stop at the first sign of trouble and try a strategy.
- Try many ways to figure out hard words since they know groups of words can make different sounds.
- Use clues in illustrations and the text to infer meanings of unknown words.
- Use words they know to solve words they don't know.
- Work together as partners to solve hard problems.

Teaching Points and Suggested Activities

Preparation for Unit

Gather a variety of high-interest books that span your students' current just right levels. Students should be given ample opportunity to practice what they are learning in both fiction and nonfiction books. Also select texts to use in minilessons and guided reading. Demonstration texts should be a little higher than the level at which most of your students are reading. In this way there will be plenty of places to model word solving and monitoring for meaning. In addition to exemplar texts, the following are suggested books: *The Dinosaur Chase* (Level I); Hugh Price and *Zelda and Ivy: the Runaways* (Level J); Laura McGee Kvasnosky.

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 1 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.

Teaching Points

- Teach students that when readers take charge of their reading, they stop at the first sign of trouble and then try something to solve the problem.
- Teach children that being in charge of their reading means using more than one strategy to figure out the hard parts, trying something and then something else to get the job done.
- Teach students that after solving a tricky word, readers always do a triple-check, asking, "Does that make sense?" "Does that look right?"
- Teach students that readers who are in charge have big plans for their reading. They think, "What do I do a lot? What can I do even more?" and then they make a plan to be the best they can be.
- Teach students that they can all on their partners to help them use strategies and check their reading especially when it's really tough.
- Teach students to think about what is happening in the story to help them problem solve a difficult word.
- Teach students that readers listen carefully as they read to consider what word might come next, thinking, "What kid of word would fit here?"
- Remind readers to slow down to break up longer words part by part.
- Teach students to use the strategy of analogy, solving a new word by recalling one that looks similar.
- Teach students that readers are flexible. They know that letters and groups of letters can make different sounds. You can say the word or the word part many ways to figure it out.
- Teach students to read sight words in continuous text fluently and to expand their repertoire of known words by rereading.
- Teach students to monitor for meaning not only when they're solving words, but also as they read across whole parts of longer, more challenging books, checking to make sure they understand each part of what they read, and rereading when they don't get it.
- Teach children to envision the scene as they read, using the pictures and the words to make a movie in their mind.
- Teach children that to understand books, readers know it's important not just to pay close attention to the actions of the characters, but also to the dialogue.
- Remind children how to stop and use clues in the illustrations and the text to infer the meanings of unfamiliar vocabulary, extending what they learned to do with nonfiction books to all the books they read.

- Teach students to use everything they know, drawing from their full repertoire of word-solving strategies, to tackle challenges with greater automaticity.
- Guide students in noticing and naming what makes an audiobook sound engaging for the listener and then apply these same strategies to improve their fluency.
- Teach readers that to make your reading sound its very best, it helps to have an audience. Partners can work together to listen in and give tips, like "Reread this part again. Make it smoother."

Activities to Support Teaching Points

- Create and refer to anchor charts.
- Study pages from exemplar reader's notebooks.
- Provide and present mentor texts as models.
- Teach the *Work of Readers* Charts.
- Teach children strategies for holding onto text. For example, use Post-its and graphic organizers.
- Model (Talk Aloud) the strategies good readers use.
- Model, provide, and use a reader's notebook.
- Tap, sketch, or jot across a story as a way of retaining information and details.
- Study book introductions and endings.
- Practice creating mental movies as you read.
- Investigate figurative language and descriptive vocabulary and how authors use them.
- Turn and Talk the dialogue in a story to bring the characters' feelings alive.
- Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.
- Provide checklists and reading progressions to assess and develop on-going reading goals.
- Scaffold skills with strategies. For example, use Post-its to identify key elements of a chapter.
- Write long about reading.
- Practice alternating the speed a text is read to reflect tone and mood.
- Plan to celebrate the conclusion of classroom reading projects.
- Use technology in the reading classroom; for example, use digital journals.

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately,

to support growth.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

Teacher-student conferences including: individual, small group, strategy group, and guided reading

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels
- Provide support as needed through conferencing
- Provide support as needed through strategy groups

- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)

- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts
- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Resources

Units of Study for Teaching Reading:

- *Building Good Reading Habits;* Lucy Calkins and Elizabeth Dunford Franco
- *Learning About the World, Reading Nonfiction*; Lucy Calkins and Amanda Hartman
- *Readers Have Big Jobs to Do, Fluency, Phonics, and Comprehension;* Lucy Calkins, Elizabeth Dunford Franco, Havilah Jespersen, Lindsay Barton
- *Meeting Characters and Learning Lessons, A Study of Story Elements;* Lucy Calkins and Elizabeth Dunford Franco
- *A Guide to the Reading Workshop,Primary Grades*; Lucy Calkins
- *Reading Pathways, Grades K-2, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades K-2*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Smarter Charts; Marjorie Martinelli

Genre Study: Teaching with Fiction and Nonfiction Books; I.C. Fountas and G.S. Pinnell

Guided Reading, Good First Teaching for All Children; I.C. Fountas and G.S. Pinnell

Read Aloud and Mentor Texts

The Dinosaur Chase (Level I); Hugh Price

Zelda and Ivy: The Runaways (Level J); Laura McGee Kvasnosky

Hattie and the Fox; Mem Fox

Little Critter series; Mercer Mayer

Fly Guy series; Ted Arnold

Henry and Mudge series; Cynthia Rylant

Tumbleweed Stew; Susan Stevens Crummel

"Be a Reading Boss," song to tune of "If You're Happy and You Know It, Clap Your Hands"

Books from Reading Street

A Place to Play; Cynthia Chin-Lee

Mr. George Baker; Amy Hest

Ruby in Her Own Time; Jonathan Emmett

The Class Pet; Nichole L. Shields

Frog and Toad Together; Arnold Lobel

I'm a Caterpillar; Jean Marzollo

Where Are My Animal Friends? William Chin

"This Tooth;" Lee Bennett Hopkins (poem)

"Tommy;"Gwendolyn Brooks (poem)

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.