Unit 3: Bigger Books Mean Amping Up Reading Power

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 will practice reading with more alertness to the intent that an author brings to a particular book, whether a story or an informational book. They'll use their own voices, inflections and gestures to bring out the author's intent and will also work to read with a smooth, steady, confident voice. They'll do this both on their own and with a partner. They will tackle tricky words and new vocabulary with greater understanding. In more complicated books where they are encountering both words that are hard to read and ones that are hard to understand—i.e., new vocabulary. Throughout this part of the unit, they will learn strategies for what to do when this happens, and they will practice applying these to the books that they read. Then the students will learn the many purposes behind rereading, such as, to clarify confusing parts, to understand how two parts fit together, to connect the beginning (or an earlier part) with the ending (or a later part). Finally children will sort themselves, coach and support one another in one of three goal clubs: Fluency, Literary Language, or Keeping Track of Longer Books, based on common goals. In addition, Fundations, Level 2, Wilson Language Basics, (2012, Wilson Language Training Corporation) will be utilized and provide comprehensive instruction to students in phonemic awareness word study, spelling, and handwriting curriculum. 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.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are

	appropriate to task, purpose, and audience.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

How can I use my voice to read both informational and fiction books in ways that help me get the most out of them— and so that they sound the way an author intended them to be read?

How do I tackle any new and tricky vocabulary as I read, using clues like other words and what's happening in the text to make sense of these?

How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them?

Once I've figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) to tackle a reading goal?

Application of Knowledge: Students will know that...

- forming goal clubs make reading shine
- readers have many reasons to reread to gain a better understanding of material
- readers notice special language that an author uses to enhance understanding
- readers tackle new vocabulary and tricky words with greater resolve
- readers use skills to envision and predict while they read

- readers will rehearse and read with voice and meaning

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

- tackle new vocabulary and tricky words with greater effort and skill
- envision and make predictions about the characters and the story
- explain the importance of the details in a story
- form clubs to reflect on what we learned and make our reading shine.
- read with voice and meaning
- understand special language that authors use in their text
- understand the effectiveness to reread their text

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 2 (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

- readers will learn that reading aloud can help their "in their head" reading voices
- readers scoop up words into phrases and notice punctuation to make their reading make sense and sound right
- readers notice dialogue tags that can help readers read dialogue with expression
- readers use meaning to read fluently to the meaning of the text
- readers read at a "just right" pace to allow for understanding
- readers recognize literary language like comparisons, invented words and figurative language
- readers understand comparisons help to use their knowledge of both things being compared and how they are alike
- readers notice when authors play with words and use language in creative ways
- readers read as a writer and notice special language and the special meaning the author wants them to get from that language
- teach readers how to set up routines for same book partners that can help them talk, clarify and ask questions
- readers hold on to stories even when books are long by jotting down notes to help them remember important things
- readers stay on track when books get tricky by using fix-up strategies
- teach readers to slow down, reread and ask questions to gain understanding
- readers use writing to solve reading problems
- readers self assess their own reading and set goals
- readers organize goal clubs and create their own plan to accomplish their goals
- readers give feedback to group members to support and give helpful feedback
- readers celebrate reaching their goals and share what they have learned

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 by using 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 using 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 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

Challenge gifted students to incorporate more complex reading techniques based on the 3rd grade Reading Learning Progressions:

- preview a text to help decide how to organize thinking or note-taking
- check comprehension by pausing while reading and asking, "How does this part fit with my overall picture of the topic?"
- use new vocabulary learned through reading to discuss and write about a topic
- identify the craft techniques authors use in a text, for example, "The author made a comparison to help readers grasp an idea."
- recognize that author's want readers to think and feel a certain way about a topic and understand that a reader can disagree

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:

- *Bigger Books Mean Amping Up Reading Power* by Lucy Calkins, Lauren Kolbeck, Brianna Parlitsis
- *A Guide to the Reading Workshop, Primary Grades*; Lucy Calkins
- *Reading Pathways, Grades 3-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades K-2*; Lucy Calkins; Elizabeth Moore; 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

Guiding Readers and Writers, Grades K-2; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

Mentor Texts:

When Sophie Gets Angry- Really, Really Angry by Molly Bang

Lilly's Plastic Purse by Kevin Henkes

Owl Moon by Jane Yolen

Ruthie and the Not so Teeny lie by Laura Rankin

Knots on a Counting Rope by Bill Martin Jr

Come on Rain by Karen Hesse

Minnie and Moo Go Dancing by Denys Cadet

Happy Like Soccer by Maribeth Boelts

Animal Look-Alikes by Rachel Griffiths

Houndsley and Catina by James Howe

Mr. Putter & Tabby Walk the Dog by Cynthia Rylant

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.