Unit 3 - Bigger Books, Bigger Reading Muscles

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Week 18**
Length: **January/February**
Status: **Published**

Unit Overview

Most students will now be progressing from the A/B level to C/D and beyond, taking on books that may include dialogue, action, prepositional phrases, inflected endings, etc. Students will now be encouraged to use their "super powers" to read those difficult books. In this unit you will grow their bank of reading strategies to help them face the challenge of new books.

The unit will capitalize on student reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency. Assessments will be conducted in this unit and throughout the year using Teacher's College Running Records. In addition, Fundations, Level K, 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.

Standards

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.2.A	Recognize and produce rhyming words.
LA.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.

LA.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
LA.RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
LA.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.RF.K.4.A	Read emergent-readers with purpose and understanding.
LA.RF.K.4.B	Read grade level text for purpose and understanding.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.

LA.L.K.2.B	Recognize and name end punctuation.
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LA.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LA.L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
LA.L.K.4.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions

1. How do readers tackle more difficult books?
2. How do readers make predictions?
3. What are the pictures in books telling readers?

Application of Knowledge: Students will know that...

- Pictures reveal details in the story that even the text doesn't reveal
- Readers make predictions by reading the text and looking at the pictures and thinking about them
- Readers tackle books using many different strategies

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

- Decode words with assistance
- Make predictions about the books they are reading

Teaching Points and Suggested Activities

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

Bend I: Tackling More Challenging Books

- Tackling more challenging books - teach children that they'll need to draw on all they know (and more) to tackle the reading challenges ahead.

- Readers use patterns to help them read almost every page - teach children that figuring out the pattern can help them read their books
- Readers figure out the changing words in the pattern - teach children that they can search using the picture and the first letter to solve unknown words.
- Readers use all of their super powers to read pattern breaks in books - teach children to expect pattern breaks in their books and to use all of their strategies to read those parts.
- Readers check their reading - teach children that even after they think they have solved the words, their reading work is not finished. You will show them that readers monitor for meaning and structure, and if their reading doesn't make sense or sound right, they must fix it up.
- Readers use the pattern and the ending to understand their books - teach children that they don't just use the pattern to help them read the words; they also use the pattern and ending to better understand their books

Bend II: Zooming In on Letters and Sounds

- Readers use their letter-sound knowledge to help Them Read the Words on the Page - teach children to realize that one of their biggest sources of power is their letter-sound knowledge
- Readers use their letter-sound knowledge to help them read unknown words - teach children that they can use their letter-sound knowledge to solve unknown words
- Readers can notice consonant clusters to help solve unknown words - teach children that as books get more challenging they will have to move from looking at just the initial consonant in a word to looking at the first two or three consonants.
- Readers look to the ends of words as they read - teach children to solve words by first looking at the beginning parts of words and then moving their eyes toward the ends of the words
- Readers preview a page and locate known words before reading - teach children that they can locate known words and read these words in a snap
- Readers check their reading - teach children that even after they think they have solved words, their reading work is not finished. You will show the class that readers monitor for meaning, structure, and visual information. If their reading doesn't make sense, sound right, or look right, they must fix it up.

Bend III: Graduation: Becoming Stronger Readers

- As books become harder, readers need new kinds of picture power - teach children that they can graduate to new, powers. These books will put new demands on them, including the need to use picture power differently.
- Readers can lean on their snap word power when books become less patterned - teach children that some of their books might be less patterned. This means they need to rely even more on searching for meaning and on their knowledge of high-frequency words.
- Readers can read snap words with inflected endings - teach children that they can rad familiar high-frequency words no matter what - even when they have inflected endings.
- Readers use all they know about stories to make predictions - teach children that knowing how stories go can help them read and think about what might happen next.
- Readers need extra-strength reread power to bring their books to life - teach readers to think about what is happening in the story to help improve their fluency and make their books come to life.
- Readers need extra-strength book talk power - teach children new ways they can think and talk about their books. Since their books and powers have grown and changes, so too does the way they should talk about books.

Suggested Activities

- Create and refer to anchor charts.
- Provide and present mentor texts as models.
- Teach the *Work of Readers* Charts.
- Model (Talk Aloud) the strategies good readers use.
- Study book pictures
- 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.
- 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 storytelling videos

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

Spanish

Read spanish versions of classic stories

Technology

Watch videos of reader's theater of familiar books - other schools have done many productions

Suggested Mentor Texts and Other Resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo (This book is wonderful for targeted instruction and conferencing goals)

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

Mentor Texts/ Read-Alouds

Mouse has Fun - Phyllis Root

Can you See the Eggs - Jenny Giles

Wake Up, Dad! - Beverley Randell

Pete the Cat and His Four Groovy Buttons - Eric Litwin

Oh, the Places You'll Go! - Dr. Seuss

Ethan's Cat - Joanna Hurwitz

Dragonflies - Margaret Hall

Curious George Curious You: On Your Way! - H.A. Rey

I Knew You Could! A Book for All the Stops in Your Life - Craig Dorfman

Yay, You! Moving Out, Moving Up, Moving On - Sandra Boynton

My Bug Box - Pat Blanchard

various alphabet books

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.