Unit 1 - We Are Readers

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Week 1**
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Status: **Published**

Unit Overview

This unit is designed as an introduction to reading workshop, inviting children through the threshold and into the wonder of reading workshop, enabling students to learn the routines and procedures. This unit invites children to feel and act like readers. The goal is for children to finish this unit with a confident sense of reading identity. Students will see, experience, and understand how books are filled with information and stories that they can read and share with others. Through this unit, they will learn to love to read while they also learn how to read. Children will learn concepts of print as well as receive an introduction to good reading habits.

Teachers will need a class library filled with familiar texts, emergent texts, shared reading books, back-to-school books, and books about family and friends. One of the first things to assess will be children's' concepts of print to identify which children know that books are read from front to back, left to right, top to bottom, and that readers read the words. Teachers are checking knowledge of sentences, words, and letters. Correspondingly, teachers will support emerging readers as they learn about locating the front and back of the book, finding the first page and turning the pages, reading the pictures, pointing under (not on top of) the words as they read, and reading the words from left to right. Children can learn to notice and name what is on the pages, they can look at a picture thinking, "What does this page say?" to generate stories to accompany these pictures. Through shared reading, shared writing, interactive writing and word study, the teacher will be modeling the conventions of reading daily for your students. This will also help the teacher assess where students are in their reading lives and plan your next steps of instruction accordingly.

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.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.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.C	Understand that words are separated by spaces in print.
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.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
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.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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.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.3	Ask and answer questions in order to seek help, get information, or clarify something that 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.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

LA.L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions

1. What does reading workshop look and feel like?
2. How do we read and enjoy books?
3. How do readers share what they read?

Application of Knowledge: Students will know that...

- Books are filled with information we can read in different ways.
- Books are meant to be shared - it helps us understand them better.
- Reading workshop is a safe and fun place to explore and read books.

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

- Read a book from cover to cover at the appropriate reading level
- Understand how to use the classroom library

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: Launching with Learn-About-the-World Books

- Readers read the world - teach your kindergärtners that readers read the world. A reader is someone who walks through the world on the lookout for things to read.
- Readers read books to learn about the world - teach children that readers don't just read stories; they also read books to learn about the world.
- Readers read by themselves and with others - teach children the routines of private and partner reading, letting them know that during every reading workshop, they will have a chance to read privately and to read with a partner.
- Readers read a book from cover to cover - teach children that readers read a book from the cover to the

pages to the end - or from the front cover to the back cover.
- Readers reread - teach your kindergärtners that readers reread and monitor themselves.
- Readers reread a book by putting all the pages together - teach your readers the rereading also helps you do the work of putting all the pages together in your book.
- Readers reread to think - teach your readers that when they reread a book, they are also learning more because they are rethinking
- Rereading helps readers learn from words in books, too - teach students that reading both the pictures and the words on each page will help them learn more in each book.
- Readers sound like teachers when they read learn-about-the-world books - teach children that they need to use teacher-like voices to read their books

Bend II: Reading Old Favorite Storybooks

- Readers can read stories they have heard a zillion times - teach your students how to turn stories that have been read to them a zillion times into stories they can read on their own
- Readers work hard to make the words they read match the page they are reading - teach your readers the importance of reading the right part of their old favorite storybooks on the right page
- Readers know how to get their own old favorite storybooks - teach your kindergarten students that they have the power to turn any storybook they love into an old favorite storybook
- Readers use exact character words - teach students that readers make their old favorite storybook reading better by using exact character words.
- Readers reread old favorites, remembering to say more and more of the story - teach your students how to use the words on the page to push themselves to say more when reading their old favorite storybooks.
- Readers us special connecting words to put storybook pages together - teach your kids to use words to connect one page to the next page to make their old favorite storybooks sound better
- Readers use more and more words that are exactly the same in their old favorites - teach students that the more times they read a book, the more they will sound exactly like the book
- Readers can point to and read some words in their old favorites - teach your kids how to use their know-it-by heart power to help them point to and read some of the words in their books.
- Readers work with their partners, using all they know, to read old favorites - teach your kindergarten students to use the anchor chart for the unit as a checklist to help make their partner reading of thier old favorite storybooks even better

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

Students should be encouraged to read across the curriculum. They will find familiar words in science, social studies, even math! Celebrate their successes.

Suggested Mentor Texts and Other Resources

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

Brown Bear, Brown Bear - Eric Carle

What's for Lunch? - Eric Carle

The Farm Concert - Joy Cowley

Mrs. Wishy Washy - Joy Cowley

Wave (or other wordless picture books to build story)

Read-Alouds

Caps for Sale - Esphyr Slobodkina

Corduroy - Don Freeman

The Three Bears - Robert Southey

The Mitten - Jan Brett

Stellaluna - Janell Cannon

The Hungry Caterpillar - Eric Carle

The Carrot Seed - Ruth Krauss

Goodnight Moon - Margaret Wise Brown

Mike Mulligan and the Steam Shovel - Virginia Lee Burton

Three Billy Goats Gruff - Paul Galdone

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.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.