Unit 4 - Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books

Content Area: **English Language Arts**
Course(s): **English Language Arts**
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Unit Overview

This unit is designed to help children to control the particular print strategies they need in order to read texts at their just right level. It is designed to teach children more strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers. These skills are important strategies for beginning readers, especially readers who are reading at or near levels of C, D and E. These higher level texts require that readers cross check more readily and fix up their mistakes quickly, in order to hold onto the greater meaning of the text. 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.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details 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.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.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
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.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions

- How can readers think about the story and about how books sound to help them figure out words?
- What can readers do when they reach a tricky part in their reading?
- How can readers reread their books many times to make reading sound better and to help them understand more about the books?
- How can readers help each other at tricky parts?

Application of Knowledge: Students will know that...

- Careful readers model the resilience to understanding texts
- Partners can help each other solve tricky parts in our books.
- Readers can think about the story and how books sound to help them figure out tricky parts.
- Readers react when they reach a tricky part in their reading.

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

- Apply more strategies for cross checking, self-correcting, and meaning making
- Identify and utilize more strategies for word-solving
- Reread to help their reading sound better and to help them understand books more.
- Utilize particular print strategies they need in order to read texts at their just right level

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

- readers think about the whole book- the cover, the pictures, and what the books is mostly about- to help them read more challenging books
- readers think about what you know about the topic of the book to help you figure out the word
- readers carefully check the pictures, think about what the books is mostly about and what they already know to help them answer this question
- readers read they always make sure the words they say sound right
- readers think about what is happening and what strategy we can use to help us check the word
- readers don't give up when we run across something difficult
- readers look at the picture and also think about what the characters may be saying to each other
- readers make a guess and we search the first and last letters of the tricky word to see if it looks like the word we are saying and makes sense in the story
- readers make sure the words we are saying match the letters/word in the book
- readers reread to figure out confusing parts, or reread to make the book sound smooth, or they reread to pay closer attention to characters
- readers help each other when one of us gets stuck on a tricky part
- readers listen to each other read and think alongside each other
- readers retell the story to each other to make sure we both understand what is happening in the book

Activities that Support Teaching Points

- Create and refer to anchor charts.
- provide and present mentor texts as models
- teach children strategies for holding onto text
- model (Talk Aloud) the strategies good readers use
- practice creating mental movies as you read
- Turn and Talk about the dialogue in a story to bring the characters' feelings alive
- set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation
- practice alternating the speed a text is read to reflect tone and mood
- plan to celebrate the conclusion of classroom reading projects

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

Technology: Create podcasts retelling favorite books

Library: Practice skills using other media (magazines, newspapers)

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

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

Big books with simple patterns, repetitive texts, and some sight words

Shared poems, songs, and interactive writing that the kids know really well

I Went Walking by Sue Williams

Brown Bear Brown Bear by Eric Carle

Monster's Party by Annie Bach

The Monster Sandwich by Joy Cowley

What's for Lunch? by Eric Carle

The Farm Concert by Joy Cowley

Mrs. Wishy Washy by Joy Cowley

Mrs. Wishy Washy's Day by Joy Cowley

Down by the Bay by Raffi

21st Century Skills

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.