

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, Foundations, 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.K.3.1.K B.2	Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.
LA.K.3.1.K B.3	Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
LA.K.3.1.K C.1	Recognize some words by sight.
LA.K.3.1.K C.2	Recognize and name most uppercase and lowercase letters of the alphabet.
LA.K.3.1.K D.2	Recognize when a simple text fails to make sense when listening to a story read aloud.
LA.K.3.1.K D.4	Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).
LA.K.3.1.K E.3	Use picture clues to aid understanding of story content.
LA.K.3.1.K E.5	"Read" familiar texts from memory, not necessarily verbatim from the print alone.
LA.K.3.1.K F.1	Continue to develop a vocabulary through meaningful, concrete experiences.
LA.K.3.1.K F.2	Identify and sort words in basic categories.
LA.K.3.1.K F.4	Use new vocabulary and grammatical construction in own speech.
LA.K.3.1.K G.3	Identify favorite books and stories.
LA.K.3.1.K G.5	Participate in shared reading experiences.
LA.K.3.1.K H.1	Locate and know the purposes for various literacy areas of the classroom and the library/media center.

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 read 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.

Some methods:

- 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 individualized copies of teaching charts
- 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

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