

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, 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 A.1	Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).
LA.K.3.1.K A.2	Distinguish letters from words.

LA.K.3.1.K A.3	Recognize that words are separated by spaces.
LA.K.3.1.K A.4	Follow words left to right and from top to bottom.
LA.K.3.1.K A.5	Recognize that print represents spoken language.
LA.K.3.1.K A.6	Demonstrate understanding of the function of a book and its parts, including front and back and title page.
LA.K.3.1.K B.1	Demonstrate understanding that spoken words consist of sequences of phonemes.
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 B.4	Learn many, though not all, one-to-one letter-sound correspondences.
LA.K.3.1.K B.5	Given a spoken word, produce another word that rhymes with it.
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 C.3	Recognize and read one's name.
LA.K.3.1.K D.3	Attempt to follow along in book while 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.1	Begin to track or follow print when listening to a familiar text being read.
LA.K.3.1.K E.2	Think ahead and make simple predictions about text.
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 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. 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 kindergartners 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 kindergartners 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 use 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.

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

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