

Unit 5 - Becoming Avid Readers

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Week 32**
Length: **March/April**
Status: **Published**

Unit Overview

This unit builds on the past few units, but especially reinforces the first unit - no longer are students just readers - they are avid readers! This unit sets up the children to become less reliant on the teacher, encouraging them to apply their strategies across multiple contexts. This unit focuses less on new skills, but more about making sure that what the children have learned has been internalized and automatic. The teacher will need to decide where their students need additional practice to make sure the learning is secure and transferable. This unit will continue to immerse the children in books, poetry and songs, but children will now be encouraged to take more responsibility in making decisions about what and how to read. Most children will still need support, but the teacher will constantly encourage avid reading.

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 D.1	Practice reading behaviors such as retelling, reenacting, or dramatizing stories.
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.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 F.1	Continue to develop a vocabulary through meaningful, concrete experiences.
LA.K.3.1.K F.4	Use new vocabulary and grammatical construction in own speech.
LA.K.3.1.K G.1	Respond to a variety of poems and stories through movement, art, music, and drama.
LA.K.3.1.K G.2	Verbally identify the main character, setting, and important events in a story read aloud.
LA.K.3.1.K G.3	Identify favorite books and stories.

LA.K.3.1.K G.4	Retell a story read aloud using main characters and events.
LA.K.3.1.K G.5	Participate in shared reading experiences.
LA.K.3.1.K G.6	Make predictions based on illustrations or portions of stories.
LA.K.3.1.K H.1	Locate and know the purposes for various literacy areas of the classroom and the library/media center.
LA.K.3.1.K H.2	Choose books related to topics of interest.

Essential Questions

1. What is an avid reader? How does a reader become one?
2. How do I choose books to read?
3. How is non-fiction reading different from fiction reading?

Application of Knowledge: Students will know that...

- An avid reader is someone who loves reading so much they can hardly bear to stop reading
- Non-fiction reading is both for information and enjoyment, while fiction reading is more for enjoyment
- Readers choose books based on interest and difficulty

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

- Choose and read books independently
- Use phrasing and fluency while reading
- Use their voices while reading to convey emotion

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: Becoming an Avid Reader

- What is an avid reader? - help students understand what it means to be an avid reader
- Reacting to books - teach children that avid readers react to books, and they often find ways to share those reactions with others.
- Capturing thinking about books - teach children that readers record their thinking about books so they can remember it later when talking with their partners
- Avid readers reach for just-right words to describe feelings - show students how more precise words

(other than happy and sad) can pinpoint feelings more clearly

- Avid readers reflect and set goals for themselves - avid readers also always use extra-strength superpowers to read more and more. Students can develop their own superpowers charts, customized to their individual strengths and needs
- Avid readers make playdates - invite children to invent fun things to do with their books. They will begin to have reading playdates.
- Playing pretend - teach children that reading is a lot like pretending; avid readers act out a story in their minds each time they read.
- Close reading and book-based pretending - teach children to pay close attention to what the story says, so they can act it out the way the author wants it to be acted.

Bend II: Learning from All-About Books

- Thinking about and reacting to nonfiction texts - invite children to conduct an inquiry to determine the kinds of thinking and reacting that nonfiction movie viewers do and consider whether this is also true for nonfiction readers.
- Talking like an expert - teach children that nonfiction readers use fancy words that go with the topic they are studying to explain what they have learned to other people.
- Nonfiction reading playdates - invite students to collaborate to decide how non-fiction playdates might go
- Falling in love with topics - introduce topic-based reading clubs by setting children up to discover a topic of interest and then search for other books that might focus on that topic.
- Avid nonfiction readers notice similarities and differences in books - help readers learn to compare information by noticing what is similar and what is different in two or more books on the same topic
- Avid nonfiction readers pretend - teach children that nonfiction readers pretend and act out parts of the text, just like they did with fiction stories.

Bend III: Falling in Love with Poetry

- Reading for meaning and rhythm and fun - teach children that reading poems is a lot like reading songs. To get the rhythm and feeling of a poem just right, it helps to read it again and again
- Readers bring out a poem's meaning and feeling - teach students that to bring out a poem's meaning, readers can think about the feeling of the poem, and then use that to figure out how to read it well
- Becoming a copycat poet - show children how to play around with the rhyme and the rhythm of favorite poems and create new poems with similar sound patterns, which can help them better understand how poems work

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

Use Editor to list assessments. Assessments should correlate to skills and knowledge.

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

Science/ Social Studies

Integrate rich titles for your children to read about the topics you are studying

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

Use books that you love! Use fiction, non-fiction, poetry that will model the skills you want your students to use.

Use previous books:

The Carrot Seed

The Three Billy Goats Gruff

Dragonflies

Read Aloud

Not Norman (A Goldfish Story) - Kelly Bennett

Ish - Peter Reynolds

The Little Engine that Could - Watty Piper

Sing a Song of Popcorn

