

Unit 6: Reader's Workshop- If...Then: Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books

Content Area: **English Language Arts**
Course(s): **Reading K**
Time Period: **April**
Length: **20 Days**
Status: **Published**

Unit Summary

This unit has a lot to do with new found independence. Students will be moving from rereading class shared reading and interactive writing texts, to reading fresh new books on their own. Students will need to carry forward applying reading strategies that they worked on in the previous units and begin reading more and more "just right" books independently. Students will learn more strategies for word solving, cross-checking, selfcorrecting, and meaning-making and to you will model for them the resiliency of careful readers. Readers will be learn to be flexible and to self-monitor as they read.

In Bend I, (Readers Think about the Story and How the Book Sounds to Figure Out Words), students are invited to be resourceful problem solvers, using all that they can to solve words. Many readers may tend to rely on the print when it comes to solving unfamiliar words (i.e. they rely on visual cues). This bend aims to extend students' word-solving strategies to include meaning cues and syntax/structure cues.

In Bend II, (Readers are Flexible Problem Solvers), students will learn additional strategies for figuring out tricky words while learning to be flexible and transfer strategies from one tricky word to the next and across texts. You'll teach students that flexible readers don't just try one strategy and give up-they give it their best., making multiple attempts to solve those tricky words.

In Bend III, (Readers Make Their Reading Sound Great!), students will spend about a week learning many ways to reread. You'll teach them that readers in real life reread for many purposes- to solve tricky words, to notice new things in their books, and to smooth out their reading. They will, independently and in partnerships, make plans for rereading as they move from book to book.

Standards

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.4	With prompting and support, ask and answer questions about unknown words in a text.
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.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.C	Read high-frequency and sight words with automaticity.
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.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

LA.SL.K.1.B	Continue a conversation through multiple exchanges.
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.6	Speak audibly and express thoughts, feelings, and ideas clearly.
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.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Students will learn to...

- draw upon a repertoire of strategies to read, monitor, and maintain fluency.

Essential Questions

- How can I be strong when I get to the hard parts in books so that I don't give up?
- Can I use strategies I know when books get hard?
- How can I think about the story and about how books sound to help me figure out tricky words?
- How do I make sure I notice when something I read doesn't make sense or sound right and then use multiple strategies to fix up my reading?
- How can I reread my books many times to make my reading sound better and to help me understand more about the books?
- How can I read all the words in a book?
- How can I self-monitor my reading to ensure I am reading the words correctly?
- How do I make my reading sound smooth like a storyteller?

Enduring Understandings

Students will understand that...

- they can reread books many times to make reading sound better and help them to understand more about the books.
- they can use more than one cueing system to monitor their reading. (MSV)
- they notice when something is not quite right and go back and fix up their reading.
- they draw upon semantic cues, syntactical cues as well as what they know about phonics to help them problem solve.
- they draw upon a repertoire of strategies for problem solving.
- they scoop up words to phrase them to make it sound like talking.
- they use ending punctuation to read with prosody.
- they use semantic cues to read with expression.

- they can work together to problem solve unknown words.

Application

Students will be able to independently use their learning to...

- go back and think when something doesn't sound right to problem solve.
- apply their knowledge of consonants, short vowels, blends, and digraphs to figure out tricky words.
- utilize their knowledge of consonants, blends, and digraphs to get their mouth ready for the first sound.
- look for parts of words they know.
- remove and replace endings.
- scoop the words until they reach ending punctuation in order to read with fluency.
- read with prosody, pause when they see a period, make your voice go up when you see a question mark, reading with excitement when you see an exclamation point.
- listen to their reading and utilize the meaning of the text to solve unfamiliar words.

Skills

Students will be skilled at...

- searching for and using information.
- word solving.
- monitoring and correcting.
- adjusting.
- maintaining fluency.