

# Unit 01 Reading: We are Readers Launch/ Emergent Story Book

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 1**  
Length: **12 weeks**  
Status: **Published**

## **Brief Summary of Unit**

---

In this unit, students will be exposed to a variety of books and become familiar with the concepts of print. The unit will set strong expectations for a balanced literacy approach as taught through a workshop model. One goal of the unit is to reinforce early reading behaviors and begin initial explicit reading instruction through shared reading. In this way, students read and reread books they already know to gain a deeper understanding and comprehend what was read. Also, students will become familiar with partnership work; they will learn how to read together and how to work out problems in partnerships without depending on the teacher.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2021

## **Benchmark Level: NR (Non-Reader), Levels A and B**

---

Instruction targeted to **Level A features**:

- Mostly one-syllable words with predictable letter-sound relationships
- Nouns, verbs, pronouns
- Repeating language patterns (simple three to six words on each page)
- Simple sentences (no embedded phrases or clauses)
- Subject preceding verb in most sentences
- Repeated use of a few easy high frequency words
- Some words with -s and -ing
- Consistent layout of illustrations and print
- Illustrations that match print very closely
- One line of text on each page
- Consistent layout
- Period only punctuation

## Instruction targeted to **Level B** features:

- Mostly one-syllable words with predictable letter-sound relationships
- Nouns, verbs, pronouns, adjectives, prepositions
- Some simple plurals
- Repeating language patterns (usually three to seven words in a sentence)
- Mostly nameless, flat characters
- Short predictable sentences that are close to oral language

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

## **Pacing Guide**

---

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade K](#); the [suggested pacing guides for word study and phonemic awareness](#) (grades K-1) can be found in the K-5 folder.

A sample [Literacy Schedule Across a Week](#) for both full and half-day is accessible in instructional materials section of the [Grades K-5 folder](#)

## **Standards**

---

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

|            |   |
|------------|---|
| LA.L.K.4.A | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).            |
| 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.                                |
| LA.L.K.5.A | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.                         |
| LA.L.K.5.B | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                      |
| LA.L.K.5.C | Identify real-life connections between words and their use (e.g., note places at school that are colorful).                                 |
| LA.L.K.5.D | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
| LA.L.K.6   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.                                   |
| LA.RF.K.1  | Demonstrate understanding of the organization and basic features of print.  |

|             |   |
|-------------|---|
| LA.RF.K.1.A | Follow words from left to right, top to bottom, and page by page.   |
| LA.RF.K.1.B | Recognize that spoken words are represented in written language by specific sequences of letters.   |
| LA.RF.K.1.C | Understand that words are separated by spaces in print.   |
| LA.RF.K.1.D | Recognize and name all upper- and lowercase letters of the alphabet.  |
| LA.RF.K.2   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| LA.RF.K.2.A | Recognize and produce rhyming words.  |
| 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   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| LA.RF.K.3.A | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.  |
| LA.RF.K.3.B | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  |
| LA.RF.K.3.C | Read high-frequency and sight words with automaticity.  |
| LA.RF.K.3.D | Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).  |
| LA.RF.K.4   | Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.  |
| 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.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.4   | Ask and answer questions about unknown words in a text.   |
| LA.RL.K.5   | Recognize common types of texts (e.g., storybooks, poems).  |
| 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.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.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.4   | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   |
| LA.SL.K.6   | Speak audibly and express thoughts, feelings, and ideas clearly.   |

## **Essential Questions**

---

- How can I learn to read books “as best I can” both by myself and with friends, during the whole reading time?
- How can I come back to books that people have read to me over and over and read those same books in ways that make the stories come out?
- How do books go? How can I use what I already know about books to help me to “read” my own way?

## **Students Will Know/Students Will Be Skilled At**

---

- the parts of a book
- how stories tend to unfold
- well known books and reread them even better
- how to share ideas with a partner
- how to make connections within and across text
- Conducting a picture walk of a book
- Participating in shared reading experiences
- Retelling their favorite emergent story books
- Following a read aloud or shared story
- Building reading stamina when looking at books independently and with a partner

## **Evidence/Performance Tasks**

---

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target

skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

#### Formative Assessments

- Observations
- Accountable Talk--Knee Talking, Sharing out
- Reading Conferences
- Post-it Board
- Engagement and Stamina Observations
- One-to-one reading conference and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud and Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows

#### Summative Assessments

- Reading Conferences
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Responses to Essential Questions
- Work Study Assessments
- Standards-based reporting system and report card
- Reading Logs
- Reading Responses
- Running Records
- Initial Performance Assessment
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples as well as teacher/student-created rubrics.

#### Beginning of Year (BoY) Benchmark Assessments

- Letter Symbol/ Sound ID
- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment (Running Record-- for students who have 8+ snap words only)
- Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment
- iReady Screener and Diagnostic Assessment

## Learning Plan

---

Primary reading instruction for the Cranford Public Schools is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read alouds and mini lessons which provide instruction to the whole class. Guided Reading and Small-Group work will provide small group instruction around specific skills. One-to-one conferencing and partnership discussions will be part of the workshop as well. Daily word work emphasizing phonics and phonemic awareness is embedded within this structure and uses a multisensory approach to instruction. Students will select from authentic literature at their independent and instructional reading levels.

For teaching purposes, see attached template for structure of a Reading/Writing Workshop lesson. Change red font to match your teaching point. Click [here](#).

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think alouds" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs\*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).

### Core Teaching Points to Level A

- Readers use picture power.
- Readers use snap word power.
- Readers use pointer power.
- Readers look for the pattern on the first page.
- Readers remember some of the things in the "list" of their book.
- Readers smooth out their reading to make it sound like talking.

Please see the [Cranford Public School Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading.

Readers who have been identified as ready for leveled text can work in both story books and leveled text to practice both reading pictures and reading words; teacher will conference using research-decide-teach methodology to elevate each reader's skills and habits. Individual conferences with each student will address

specific needs of the reader.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

For Word Study, please refer to the [Cranford Scope and Sequence](#) and the [Phonological Awareness Scope and Sequence](#).

## **Suggested Teaching Points/Lessons: Launch**

---

**We Are Readers: Launch (Suggestions: Choose 5-7 points in this bend, Teach 2-3 points per week)**

### **Readers build good reading habits**

Readers read stuff! Readers read the world around them by recognizing names and signs.

Readers handle books with care and respect.

Readers practice being an independent reader by:

- Holding the book the correct way.
- Pointing to the front and back cover.
- Imagine how the book is going to go before they read.
- Flip through the pages—looking at the pictures and thinking what might happen
- THEN, start reading

Readers know how to use the classroom library properly.

### **Readers follow Reader's Workshop routines and procedures.**

Readers set up their reading area to make reading happen!

- Make a pile of books from the books in your baggie.
- When finished reading, put the book back in the baggie.
- Once we finish all of our books, we start over and reread!

Readers read books cover to cover.

Readers notice all the adventures that go on in their books. To get ready for these adventures you will:

- Pick a book and look at the cover.
- Think about what is going on.
- Look at the pictures and make it “sound like a book”

Readers can reread stories. Readers understand that rereading and using pictures will help me to learn words. Readers use the pictures to help them find the matching words on that page. They think what letter the word might start with and find that word on the page.

Readers can build stamina by practicing behaviors that readers have!

Readers can read the words.

- As modeled by teacher
- In environmental print (see power point)

Readers can read the pictures.

### **Readers read with partners**

Readers have a time to talk with their buddies every day. They take their buddy on a reading adventure.

- When we partner read, we:
  - Sit hip-to-hip, place the book in the middle, read one book and take turns.
  - Decide ways to settle on who goes first and whose book to read.
- When we talk to our partners, we:
  - Use the pictures to help us retell our books.
  - We talk about the characters in our books.
  - Imagine what they would say.
  - Imagine how they would say it by looking at the facial expressions.
  - Think about the story.
  - Act out our character with our partner.
  - Work together to find anchor words and retell different parts of the story.
  - Act out familiar stories
- When we turn and talk we sit:
  - Eye to Eye-we show them we are listening by looking them in the eye.
  - Knee to Knee –so we face our partners.
  - Heart to heart-so we show our partners we care about what they are saying.

### **Materials**

---

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. Classrooms will house rich and diverse classroom libraries, appropriate to emergent and beginning readers.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.



- Cranford Word Study Program

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Possible intervention materials including resources from FCRR and West Virginia may be found in the [Pathways to Intervention](#) document. Teachers can access the ORANGE Leveled Literacy Intervention (LLI) kits for striving readers.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources. Classrooms will house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

## **Supplemental Instructional Materials**

---

Opening Launch: Any of your favorite authors!

Suggested authors: David Shannon, Mo Willems Todd Parr, Robert Munsch, Eric Carle, Peter H. Reynolds, Kevin Henkes, Leo Lionni

Suggested structures: problem/ solution, list books, see saw books

- *Peter's Chair*, Ezra Jack Keats\*
- *The Snowy Day*, Ezra Jack Keats\*
- *Knuffle Bunny*, Mo Willems\*
- *The Three Billy Goats Gruff*
- *Goodnight, Gorilla!*, Peggy Rathmann
- *The Carrot Seed*, Ruth Krauss
- *Mrs. Wishy Washy*, Joy Cowley
- *Where the Wild Things Are*, Maurice Sendak
- *Caps For Sale*, Esphyr Slobodkina
- *Harry the Dirty Dog*, Gene Zion

### **Concept Books**

- alphabet books\*
- number books\*
- color books\*
- simple rhyming books\*

\*aligns to Writing Workshop unit as well

## **Shared Reading**

Any big book, chart, chant or poem where all eyes can be on text.

### **Suggestions for Big Books:**

*I Went Walking*

*Chicka Chicka Boom Boom*

*The Hungry Caterpillar*

*The Doorbell Rang*

*The Gingerbread Man*

### **Suggestion for A Chant/ Song (to the tune of Happy Birthday)**

I like to play with \_\_\_\_\_ (student's name; can use photographs of students)

I like to play with \_\_\_\_\_

We share our toys in the classroom

I like to play with \_\_\_\_\_

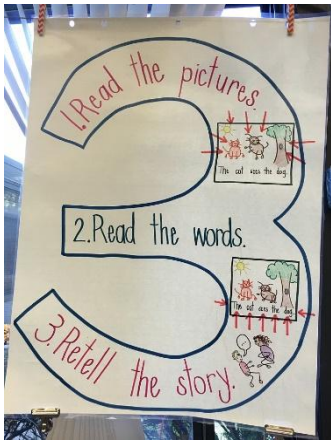
### **Possible Teaching Charts**

We Can Build Stamina!

Ways to Read a Book!

How To: Read to Self

How To: Partner Read



### Anchor Charts

- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online resources (username: deacon@cranfordschools.org. password: Hillside125)

### Google Slides

## Teacher Resources

---

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade K Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade K, 2014-2015.
- *The Reading Strategies Book*, Jennifer Serravallo
- *Teaching Reading In Small Groups*, Jennifer Serravallo
- *Conferring With Readers*, Jennifer Serravallo and Gravity Goldberg
- *When Readers Struggle*, Fountas and Pinnell
- *The Continuum of Literacy Learning PreK-2*, Fountas and Pinnell
- *Growing Readers*, Kathy Collins
- *Best Practice in Literacy Instruction: Second Edition*, Edited by Lesley Mandel Morrow, Linda B. Gambrell, and Michael Pressley
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Cranford Public School Grades [K-5 Google Folder](#) for instructional materials
- For lessons for word work, see [Florida Center for Reading Research](#)
- Heinemann website: <https://www.heinemann.com>. (Consult with building principal or literacy team for access).

## Suggested Strategies for Modifications/Accommodations

---

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Additional suggested accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter

- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.

Additional modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the [Grades K-5 folder](#) for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book.