

Unit 02 Reading: We are Super Readers!

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **12 weeks**
Status: **Published**

Brief Summary of Unit

At this point in the year, kindergarteners know “how books go” and they know “how workshop goes;” they also have great experience in using the pictures to help tell the stories. In this unit, the teaching will swing from how to read the pictures to how to read the words. The students will learn multiple strategies that cue into the meaning, structure, and visual systems to aide in decoding. Students will learn reading behaviors will be likened to that of Super hero behavior, schema that kindergarten students will be able to attach new ideas onto. The students will view the strategy in shared reading, and then try it both individually and with a partner in the reader’s workshop. At this point, running records have been administered, and some partnerships may need to be adjusted. This unit releases more of the control onto the classroom of readers.

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: Levels A, B, and C

On a global classroom scale, Levels A with a climb to B; all students are to be met at the level determined by initial running record, (conducted December) with instruction for a leveled climb.

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

Instruction targeted for **Level C features**:

- Simple dialogue (assigned by said in most texts)
- Amusing one-dimensional characters
- Some words in bold or larger font for emphasis
- Texts with familiar settings close to children's experience
- Line breaks match end of phrases and sentences
- Simple, predictable sentence structure but patterns vary
- Many sentences with prepositional phrases and adjectives

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.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 do books go?
- How can I use what I know about words to help me figure out an unfamiliar text?
- How can I get better at reading by using everything I know about looking at both the pictures and the words?
- How can I shift my focus from reading the pictures to reading the words?
- How can I practice individual reading behaviors?
- How can I remember what I read after I complete a book?
- How can I practice decoding, comprehension, and fluency strategies?

Students Will Know/Students Will Be Skilled At

- how to integrate sources of information
- how to envision things that will happen in the story

- how to further develop concepts of print
- how to make connections within and across text
- Locating known words
- Using initial sounds
- Reading with prosody and expression
- Reading with one-to-one matching
- Making predictions
- Monitoring for sense

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.

Mid-year Benchmark Assessments

- Letter Symbol/ Sound ID
- Letter ID name retrieval
- Letter ID sound retrieval
- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment (Running Record for all students)
- 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.

Core Teaching Points to Level B

- Readers know there will be more words on the page! Make sure you know more words!
- Readers know that sometimes Level B authors will switch the snap words on the page. Be careful and exact with your snap word reading!
- Readers know they cannot rely on the pattern as much as they did in Level A! Pay close attention as you use all of your super powers together to read!
- Readers know that Level B sometimes has a twist page at the end. They will be prepared to read different words!
- 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: Using Superpowers to Look and Point, then Read Everything

Suggested Teaching Plan: (Suggestions: Choose 5 points in each bend, Teach 2-3 points per week)

Readers use their superpowers in order to actually read. Superheroes have their own special powers and cool devices. Spider-Man has super strength and can throw webs. Wonder Woman has her magic lasso and an invisible airplane, Superman can fly, and Batman has a special car. Our superpowers will give us the strength to write anything you want to write and read anything you want to read. With our superpowers we:

Readers use superpowers of imagining what they will read like it's a movie. Just like when we write our own stories, we make a picture in our mind and write it, we can look at the pictures already in a book and think about what the words probably say.

Readers point to each word and make sure the number of words they say matches the number of words on the page.

- Point under each word as you say it—not around it or on top of it or near it.
- Point to each word only one time, even if the word has more than one syllable.

Readers, just like writers, use their snap words (word wall words).

- We come to these words we know in a snap, say it, and keep going!
- We look for snap words when we take book walks to get us ready to read.
- Just like when we write and we say words slowly and write the sounds we hear on the paper, readers look at a letter someone else has put on the page, say the sound that goes with that letter, and try something that makes sense that starts with that sound.

Super readers go back and reread when they get stuck. It's like getting a running start before we make a big jump!

Super readers remember and practice all their superpowers over and over again so they get really good at using them when they're reading!

- Point under words (using one to one correspondence)
- Think about what makes sense—use the picture, then find the word and say what you think it is
- Look at the first letter to see if it is similar to a word you know and make that sound
- Make a connection between initial letters and words they know
- Look for snap words
- Look for glue words (words that hold other snap words together)
- Match the number of words they say to the number of words on the page

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

Read Alouds

Continue read alouds for the joy of reading, splitting story and information books 50/50. This could be through author study, holiday/ thematic collections, or support to the science, social studies, or math curriculum. Continue to deepen comprehension conversations and think alouds during this instructional time.

Shared Reading

Leveled Text in levels A/B

- Leveled big books
- Small leveled text displayed on smartboard using document camera

Favorite big books, chants, charts, and poems to continue study of concepts of print, practice comprehension and fluency strategies

Possible Teaching Charts

- Readers Have Super Powers!

[Super Readers Charts and other resources](#)



[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:

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 material
- 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 Accommodations and Modifications

[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.