

Unit 03 Reading: Learning about Ourselves and Our World

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **12 weeks**
Status: **Published**

Brief Summary of Unit

This unit explores non-fiction text with a deep focus on text features we notice, and how these text features help us to figure out how this type of book “goes.” Additionally, students are continuing to work to his/ her potential in leveled text, continuing to learn and practice new reading behaviors aligned to level. These reading behaviors, or “super powers,” should be practiced both individually and in partnerships.

Because students are learning about themselves and their world, interdisciplinary connections will be a focus. Students should study varied aspects of their world.

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: C with book introduction, D, E, & F

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

Guided Reading and Small Group strategy work can provide small group instruction for **Level D** language

and literary features:

- Simple dialogue and some split dialogue
- Simple dialogue assigned to speaker
- Variety in assignment to speaker (other than said)
- Variation of words used to assign dialogue
- Some sentences that are questions
- A few sentences beginning with phrases

Guided Reading and Small Group strategy work can provide small group instruction for **Level E language and literary features:**

- Some longer sentences (more than ten words)
- Some complex sentences with a variety of clauses
- Some sentences with prepositional phrases
- Variation in words to assign dialogue (said, cried, shouted) used for meaning
- Some words with three syllables

Guided Reading and Small Group work can provide small group instruction for **Level F language and literary features:**

- Both simple and split dialogue, speaker usually assigned
- Some longer stretches of dialogue
- Some long sentences (more than ten words) with prepositional phrases, adjectives, and clauses
- Some complex sentences with variety in order of clauses
- Variation in placement of subject, verb, adjectives, and adverbs
- Some compound sentences conjoined by and
- Compound sentences using conjunctions

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.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.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.A	Read emergent-readers with purpose and understanding.
LA.RF.K.4.B	Read grade level text for purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information 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.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RI.K.10	Actively engage in group reading activities with 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.
SCI.K	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment Certain character traits can help individuals become productive members of their community. Local community and government leaders have roles and responsibilities to provide services for their community members.

Essential Questions

- Can I find a way for books to become my teachers, so I can learn ideas and information about the world? Can books get me wondering about things?
- 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?

Students Will Know/Students Will Be Skilled At

- how to read nonfiction to learn about topics of interest
- the world through information books
- compare and contrast books
- how to integrate sources of information
- how to read with prosody and expression
- how to read with one-to-one matching
- concepts of print
- how to make connections within and across text

- how to combine their learning from more than one book
- thinking and speaking to make sense of experiences
- using specific words/vocabulary to make sense of experience
- talking-to-teach with a partner
- building on each other's ideas
- articulating their own ideas
- applying strategies to read nonfiction texts with understanding
- making predictions
- monitoring for sense
- envisioning events that will happen in the story
- locating known words
- stretching across decodable words

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.

End-of-Year (EoY) 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 C:

- Readers use the picture to figure out what is REALLY going on.
- Readers use snap word power and continue to learn new snap words.
- Readers use pointer power.
- Readers know they have to be ready for even more words on the page. They will continue to use all super powers together in addition to new reading strategies.
- Readers know they can no longer rely on the pattern! Pay attention to the words and how they go.
- Readers use stretching power to figure out unknown words.
- Readers know the characters will start talking in Level C. Make sure you know the word “said!”
- Readers will need to know preposition words, often denoted by the picture. Play games like Simon says and have some sort of chart to match.
- 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: Learning About Ourselves and Our World

Suggested Non-Fiction Teaching Plan: (Suggestions: Choose 5-7 points , Teach 2-3 points per week)

Nonfiction readers know the difference between fiction and informational books.

- Information books often have photographs on the cover and inside pages.
- Fiction books are often stories.
- Take a book walk of the two kinds of books and look at how they are different.

Nonfiction readers do a lot to get ready to read information books. We can:

- Use the title to figure out the main topic of the book.
- Look at the images on the front and back covers of the book.
- Use what we already know about the topic to help us get ready to read the book.
- Use all of these strategies when we find a word we don't know.

Nonfiction readers read and reread information books. We:

- Study the pictures.
- Imagine what sounds we might hear if we were inside the photographs.
- Learn new words.
- Ask questions to make sense of the new information.
- Anticipate the next pages in our book to think about what is the same between one page and another.
- Think about what the book is teaching us.

Wise nonfiction readers know to check to see if what they are reading makes sense, sounds right, and looks right—especially when the pattern changes.

Nonfiction readers study a book's illustrations to learn about the topic. They:

- Put their fingers on the photographs of each page.
- Point to the important action/object.
- Ask, "What's going on here?"

Nonfiction readers can identify the main topic of their book.

Nonfiction readers can retell 3 facts from their book about their topic.

When nonfiction readers get to the end of a book, they reread the title and say back across their fingers the new facts they have learned.

Nonfiction readers think about what the author is trying to teach us. They say to themselves, "The picture teaches me _____, but the words on this page say _____."

Nonfiction readers lay their books side by side and then ask themselves, "What did I learn about the topic from this one and what did I learn about the topic from this other one?"

Nonfiction readers think about what their book is teaching them. They can share this learning to a friend.

Nonfiction readers can find a topic they enjoy learning about and gather more books on that topic. Readers can learn more new information on that topic from many books.

Nonfiction partners share their learning by opening their book to specific pages, pointing to the photographs, and teaching the new words or facts to their partner.

Nonfiction partners can support each other by asking, “What else did you learn about...? Or “What’s the most important thing to know about...?”

Nonfiction partners can work together to study the pictures in their book. They can:

- Point and label parts.
- Comment on what they see.
- Say how parts in the picture go together.
- Describe the pictures in their books.
- Think, “What part of the picture would I describe first...what is the most important part?”
- Read a page and then talk about how the picture on the page helped you to add on to what you already knew.
- Say, “The words say _____. I also see _____ in the picture and it makes me think _____.”

Nonfiction readers remember all the word-solving strategies that they have learned this year to help them when they come across a word they’ve never seen or heard before. If that happens, you can:

- Stop and ask yourself, “What might this word mean?”
- See if there are any clues in the picture.
- Look closely at the visuals to take a guess at the tricky word.
- Search the picture to find which parts of it teach the tricky word.

Nonfiction readers know how important it is to reread because it makes their reading smoother and stronger. They have to remember to reread new words and sentences to learn about new topics! They can show their partners parts that confused them and how they reread to work through those spots!

Nonfiction readers play a game called “Same and Different.” One partners picks a book and asks the other partner to find a book on a similar topic.

- They say “I have a book that is about _____. Do you have a book that is the same?”
- Look through the book, flipping through the pages to search for facts and images.
- As you notice things that are different say, “Look at this page. This page is like your page on _____. “ or “Our books are both on _____ but the pages are different.” Or “My pages go like _____ and yours go like _____.”
- Reread lines and parts as you talk about the new information

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 with a heavy focus on non fiction text. Continue to infuse story books in by rereading old favorites, studying new authors, and reading books simply for the love of reading.

Shared Reading

Non-Fiction Big Books

Non-Fiction picture books displayed on smartboard using document camera

Leveled Text in levels C

- 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

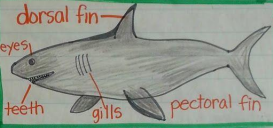
Possible Teaching Charts

- Information Text Features
- Prepositions: Anywhere A Mouse Might Go

Informational Books have...

- ✓ Heading
- ✓ Diagram
- ✓ Labels
- ✓ Bold words
- ✓ Caption

Sharks

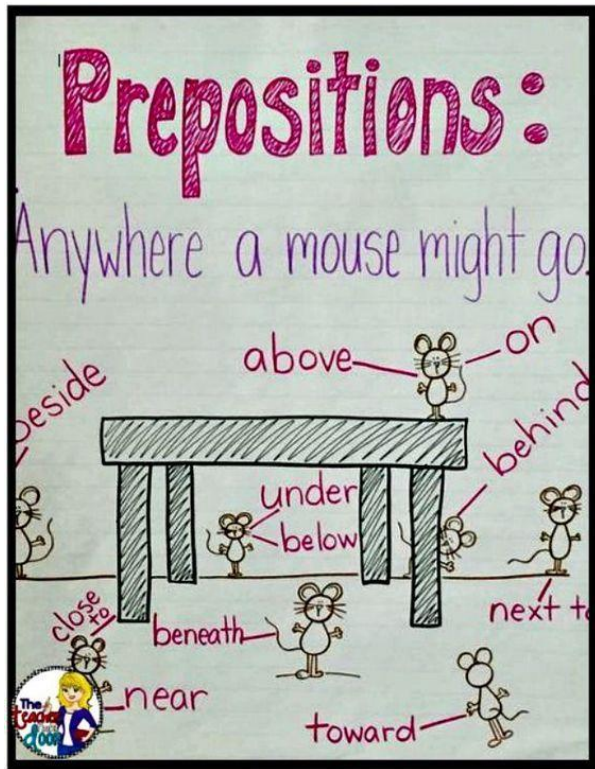


This is a great white shark.

Sharks are big fish.
They live in **oceans**
all over the world.

Informational = Non Fiction

Mrs. Jones's Kindergarten



[Anchor Charts](#)

Venus FlyTraps Video <https://www.youtube.com/watch?v=O7eQKSf0LmY>

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

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 and 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.

