Unit 1 Reading: We are Readers

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

Essential Questions

- Bend 1: How can a reader learn to spend time, engaged with friends and with books, participating in a reading community, even when the reader is just developing a knowledge of the alphabet and of sound-letter correspondence?
- Bend 2: How can a reader come to know a few storybooks well enough that the reader becomes so at home with the story language and story structure that the reader anca begin to pretend-read the storybooks, producing a story-like approximation of each story?
- How can readers retell a story, using words like first, then, next, and last?
- How can readers learn how stories go by reading and talking with partners?

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 2024

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

Instruction targeted to **Level A features**:

- Mostlly one-syllable words wtih predictable letter-sound relationships
- Nounds, 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 frquency 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**:

- Mostlly one-syllable words wtih predictable letter-sound relationships
- Nounds, 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.

L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.VI.K.3	With guidance and support from adults, explore word relationships and nuances in word meanings.
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.MF.K.6	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).
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.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).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.II.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.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Performing Arts Standards

1.4.2.Cr1: (a). Propose potential character choices and plot details in a guided drama

experience (e.g., process drama, story drama, creative drama). (b). Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Cr2: (a). Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr4: (a). With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama). (b). Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5: (a). With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re7: (a). Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8: (a). With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (b). Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9: (a). With prompting and support, Identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance. (b). With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). (c). Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Students Will Know/Students Will Be Skilled At

- Concepts of Print
- Approximate reading
- Partnership and independent
- Actively listen to oral reading experiences (poems, stories, songs

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 Asessments

- 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 Linguisystems (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.)

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 habitsIndividual 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.

Before Beginning this Unit

Before beginning this unit:

- Launch Reading Workshop routine on Page 2s:
    - How do students come to the carpet for Reading Workshop time?
    - How does reading workshop go? (Minilesson, Independent Reading, Partner Reading, Share)
    - Independent Reading Mats
    - Partnerships, prepare for Turn & Talks
    - ABC charts for each student
    - Label items and locations around the classroom
- Prepare baskets of books for each table or individual book bins/bags for each reader

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

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.

The core materials for this unit include the Units of Study in Reading for grade K, The Reading and Writing Project at Mossflower, 2024-2025.

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.

Instructional Materials

Please use this link to access instructional materials which correspond with this unit.

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 _____

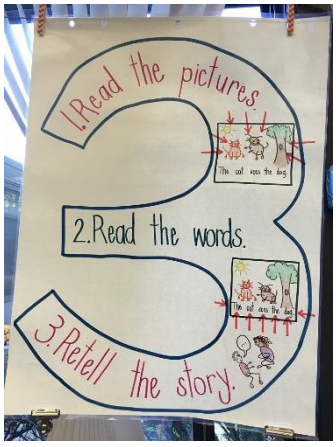
Possible Teaching Charts

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, 2023.
- *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 Reader*s, 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 compete 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; elminate 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.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.