

Unit 02 Reading: Sharing Reading

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **6 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 2024

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.

ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.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.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.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.
ELA.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).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RL.MF.K.6	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).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.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.
ELA.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).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.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.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SCI.K	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment Local community and government leaders have roles and responsibilities to provide

services for their community members.

Certain character traits can help individuals become productive members of their community.

Essential Questions

- Bend I: How can readers develop and draw on their knowledge of letter-sound correspondence, high-frequency words, and one-to-one matching to approximate reading in familiar songs, poems, and predictable books
- Bend II: How can readers learn to work with a partner in ways that help them to attend to print, notice high-frequency words, and read with one-to-one matching, self-correcting as needed?
- Bend III: How can the opportunity to share one's reading with others help youngsters develop an engagement in learning about the alphabet and in learning from books, and also the self-concept to regard themselves as readers?

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](#).

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.

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

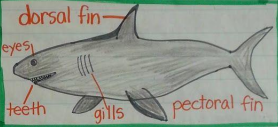
Possible Teaching Charts

- 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.

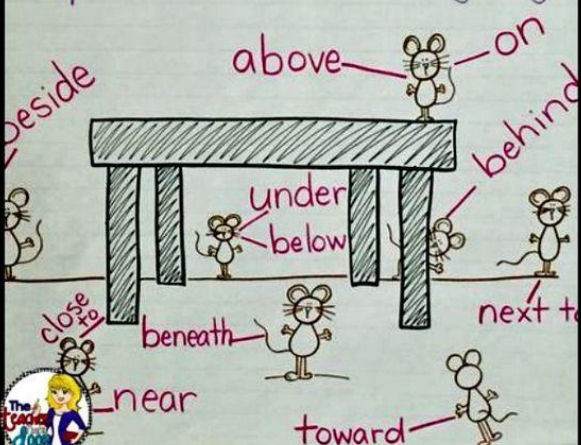
Sharks are big fish.
They live in **oceans** all over the world.

Informational = Non Fiction

Mrs. Jones's Kindergarten

Prepositions:

Anywhere a mouse might go



Labels shown: beside, above, on, behind, under, below, beneath, next to, near, toward.

[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, 2023.
- 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.