Unit 5 FDK Reading: Becoming Avid Readers

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

Brief Summary of Unit

In this unit, Kindergarteners grow into “avid readers” who read with joy and independence. They practice choosing books they love, sharing favorites with friends, and building stamina—developing both skill and excitement as lifelong readers. By the end of the unit, students not only read with greater fluency and comprehension but also see themselves as “avid readers”—motivated, engaged, and eager to share their reading lives with others.

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: 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**:

- 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

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.

Reading Foundational Skills (RF)

Print Concepts

- L.RF.K.1

Phonological Awareness

- L.RF.K.2.A

Phonics and Word Recognition

- L.RF.K.3

Fluency

- L.RF.K.4

Reading Literature (RL)

Craft and Structure

- RL.CR.K.1
- RL.CR.K.2

Central Ideas and Details

- RL.CI.K.2

Integration of Textual Evidence

- RL.IT.K.3

Structure of Text

- RL.TS.K.4

Reading Informational Text (RI)

Craft and Structure

- RI.CR.K.1

Central Ideas and Details

- RI.CI.K.2

Integration of Textual Evidence

- RI.IT.K.3

Structure of Text

- RI.TS.K.4

Writing Foundations (WF) / Writing (W)

- L.WF.K.1
- L.WF.K.2
- L.WF.K.3.B
- W.RW.K.7

Language (L)

Vocabulary Learning

- L.VL.K.2

Vocabulary Integration

- L.VI.K.3

Knowledge of Language

- L.KL.K.1

Speaking and Listening (SL)

Participation and Expression

- SL.PE.K.1

Presentation and Integration

- SL.PI.K.4

Active Listening and Social Interaction

- SL.AS.K.6

Performing Arts Standards

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.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).

Essential Questions

Bend I: How will readers learn who they are by being curious, about the world and themselves as readers?

Bend II: As readers develop their reading identity, how do they use what they learn in phonics such as decoding, digraphs, etc. to help them grow as readers?

Bend III: How do readers explore who they are as readers as they grow as decoders and comprehenders of reading?

Students Will Know/Students Will Be Skilled At

- Build knowledge and acquire vocabulary from informational texts.
- Apply alphabetic phonics/word study knowledge more independently to read decodable texts with fluency and accuracy
- React to information in the text
- Stop and think about vocabulary words
- Ask and answer questions during reading
- Infer character’s thoughts and feelings

- Select just-right words to describe feelings
- Identify elements of rhythm and rhyme in poetry
- Infer the main idea or central message of informational and literary texts
- Act out parts of a story (book-based pretending)
- Decode words with digraphs and consonant blends

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 Asessments

- 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 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.)

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 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.

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.

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

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)

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 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 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; 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.

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.