

Unit 2 Reading: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **5 Weeks**
Status: **Published**

Brief Summary of Unit

During this unit, student-readers are empowered to apply previously-taught and new strategies for reading tricky words. They will be charged to apply these strategies to words in more challenging texts. Fluency and stamina will be emphasized as students will begin to read longer texts. Re-reading for multiple purposes and performing for an audience will be encouraged throughout the unit.

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

Instructional Reading Level Benchmark: F, G

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

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

- Some texts with settings that are not typical of children's experiences
- Variety of presentation of dialogue using simple pronouns

- Sentences with clauses, and embedded phrases, some introductory clauses

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 1](#); the [suggested pacing guides for word study and phonemic awareness](#) (grades K-1) can be found in the K-5 folder.

A sample K-5 Literacy Schedule Across a Week 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.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

Essential Questions

How can I find ways to get through the hard parts in books, all on my own, so that I can be in charge of my reading?

How can I use the routines and expectations in a reading workshop to improve as a reader?

How can I monitor for sense and understanding when reading, especially when I notice when something doesn't make sense?

What fix-up strategies can I use when texts don't make sense?

What strategies I can use to begin to read fluently such as making my reading sound like speaking, using proper phrasing and expression?

What are the various skills and strategies I can use that are essential to understanding multiple texts and/or genres?

Students Will Know/Students Will Be Skilled At

- Readers know a range of print strategies and focus on meaning strategies.
- Students will use pictures to support decoding and comprehension.
- Students will use the alphabetic principles to decode unknown words.
- Students will chunk words into small parts to decode unknown words.
- Readers tackle tricky words by rereading and self correcting.
- Readers be more resourceful and active when they come to difficult words.
- Readers employ a range of print strategies and focus on meaning strategies.

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

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud/Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk--Knee Talking, Sharing out
- Post-it Board

Summative including Alternative Assessments:

- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

Benchmark Assessments

- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

Learning Plan

Primary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both structured and balanced literacy practices to both decode *and* comprehend print.

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-used techniques. Daily word work emphasizing phonics and phonemic awareness uses a multisensory approach to instruction. Decodable and controlled texts are used. For Word Study, please refer to the [Cranford Scope and Sequence](#), and the [Phonological Awareness Scope and Sequence](#).

To teach comprehension, reading instruction 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, mini lessons, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership discussions. Students will select from authentic literature at their independent reading levels. Teachers will focus on the needed skills and behaviors identified on the Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

During reading workshop, teachers follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" 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](#).)

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. The bends below provide detailed teaching points and lesson ideas.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points and Potential Lessons: Readers Have Important Jobs to Do
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You be the boss! Readers say, "I can do this!"

- Readers need to stop at the first sign of trouble and say I can solve this.
- Students need to stop themselves and be the boss of their own reading
- Readers remember to call on all strategies in their toolkits to help them read tricky words.
- Check anchor chart for "Good habits for Solving Hard Words"
- Sing a song to remember to stop "Be a Reading Boss!" (tune to If Your Happy and You Know It)

If you think something's wrong, you've got to STOP!

If you think something's wrong, you've got to STOP!

If you think something's wrong, and you say, "What's going on?!"

If you think something's wrong, you've got to STOP!

- Readers should jot words they busted and share strategies they used to get it (or not!)

Readers use everything they know to solve a word

- Readers need to try more than one strategy. Try something and then try something else to get the job done.
- Sing "Be A Reading Boss!" with second verse (tune to If You're Happy and You Know It)

Then you try something else, and don't give up!

Then you try something else, and don't give up!

Then you try and you try, and you say, "This job is mine!"

Then you try something else, and don't give up!

Readers "Check it!" to self-monitor

- When you think you've read a tricky word correctly, you have to be the boss and check it. You can do a triple-check. Ask "Does it make sense? Does it look right? Does it sound right?"
- Sing "Be A Reading Boss!" with third verse (page 20)
- Readers will put post its by words they busted and share with partners strategies to finally get it.
- Reorganize tips on Good Habits for Solving Hard Words anchor chart. Explain which strategies help with Does it Make Sense? Which strategies help with Does it Sound right? And Which strategies help with Does it Look Right? (page 24)

Readers make a plan

- Readers ask themselves, what do I always do? What can I do more?
- Partners can point out what strategies they see their partner using and possibly help them do more.

Readers get help when they need it

- When readers have tried everything and still need help, they can call on their partner for help. Students work together to solve hard problems.

- Partners can help us by giving us possible strategies to use, and they can also show us how to use the strategy if we need it.

Celebrating Readers' Hard work

- Readers will sing "Be a Reading Boss" with the final verse. (tune of If You're Happy and You Know It)

When you think you've got it right, check it out!

When you think you've got it right, check it out!

When you think you've got it right, triple-check with all your might . . .

When you think you've got it right, check it out!

- Readers will do a shared writing and make a sign together for the door that says Caution! Readers at Work! We are working hard at reading and busting hard words using lots of strategies. Readers can post reading goals on the sign as well.

Suggested Teaching Points: Add New Tools to Read Hard Words

Suggested Teaching Points and Potential Lessons: Add New Tools to Read Hard Words

Readers think about the story to problem solve words

- Readers don't just look at the picture, they also think about what is happening in the story to help them figure out what word would make sense
- Sometimes readers have to reread to make sure they know what was happening in the story. They need to go back to where they do remember what was happening and start there.
- Partners can play game called "This Just In!" to practice retelling important parts of the story and keep track of what's happening.
- Instead of short news reports, partners can retell all the important parts after the story is finished. Students retell their partners book not their own!

Readers think about what kind of word would fit

- Readers listen carefully as they read to consider what word might come next. They think, "What would sound right? What kind of word would fit here?"
- Listening when you are reading helps you think of what word might come next and it also helps you notice when something is wrong.
- Partners have 4 ears listening! If something doesn't sound right you can say "Check it! That doesn't sound right!" to help your partner fix it up.
- Students can do this careful reading and listening work when they are reading and writing as they make sure what they are writing sounds right

Readers slow down to break up long words

- As books get harder, some of the words also get harder. Readers can just slow down, look at all the parts of a word and read it part by part.
- They use their knowledge that letters and groups of letters can make different sounds so when one way doesn't work, they try another
- Practice breaking apart familiar words in different ways, segmenting chunks that the students recognize
- Students will use their finger to trace across the word part by part
- Writers break up words part by part to help them spell
- Students can do a shared writing and invite the principal to come and see the hard work they have been doing in readers workshop

Readers use words they know to solve words they don't know

- Readers can use words they know to read words they don't know. When you are stuck on a word, you can think, "Do I know how to read or write a word that looks like this one?"
- Practice relating words kids know to unknown words with similar word parts
- Partners can play hunt for words that look like words you know using the word wall or their word books

Readers try sounds: many ways to figure out words

- Readers are flexible, they know that letters and groups of letters can make different sounds. You can say the word or a word part many ways to figure it out. Try many ways. I.e. beak, head, pear, heart
- Students can jot words that have sneaky sounds that they tried different ways. Collect sneaky sound words on a class chart titled "Caught you!" Sneaky sounds in our books

Readers use sight words to read fluently

- Readers only slow down to read a word when they have to. Instead, they read most of the words in their books in a snap and keep on going, making their reading as smooth as it can be.
- Partners can remind each other if they slow down on a word they should read in a snap.
- When readers come to a word that they have seen before and feel like they know it but can't remember it, they should use their strategies to figure it out but then write it on a sticky note and practice it. Take it home, practice writing it, teach it to themselves!
- Hand out individual charts on "tools for figuring out and checking hard words" to have in their own book bins. Students can set goals for themselves and mark strategies they need to work more on.

Suggested Teaching Points and Potential Lessons: Readers Use Tools to Understand Their Books

Suggested Teaching Points and Potential Lessons: Readers Use Tools to Understand Their Books

Readers work to understand, rereading if they don't get it

- Readers don't just work hard to read words. They work hard to understand their books. As you read, always check, "Am I getting it?" if not, reread to figure out how everything fits together

- Remember if your reading sounds bumpy and boring, reread to sound smooth
- Partners can help each other with confusing parts.
- Partners can play “This just in only this time the reporter isn’t just going to say what happened they will also interview their partner and ask, ”What do you think will happen next?”

Readers Make Mind Movies to Picture What’s Happening

- Readers pay attention to what’s happening and imagine more than just what’s in the pictures. They use their imagination to turn the pictures into a movie in their mind.
- Readers can act out part of the story with simple gestures. Make sure your movie actually matches the story, where when, how etc.
- Make sure students are staying on top of their goals to help them bust hard words.

Readers keep track of who’s talking as they read

- It is important for readers to pay attention to action as well as dialogue. Readers keep track of who’s talking as they read.
- Teach quotation marks, look for them in books, discuss how you know who’s talking
- Pay attention to whom the dialogue is assigned (he said, she said)
- Pay attention to where the dialogue tags are placed (before, in the middle, or after the character speaks).
- Imagine the conversation
- Sometimes the book doesn’t tell you who is talking, so you have to keep track by picturing the characters in your mind, matching the voice in your head to the characters feelings.
- Partners can take on different parts and read their character’s dialogue lines.

Readers don’t just read words, they understand words

- Readers learn new words from all the books they read! When you figure out how to read a word, but you don’t know what it means, you stop and think about it. You can look for clues in the picture and the other words to understand the new word the best you can.
- Say the word as best you can and stop and think about what it means.
- Look for clues in the pictures and words
- Say as much as they can about the word
- Say a word that means the same thing or something that its not, give an example
- Readers mark new words and important words to talk about them with a partner to understand them better. Partners can teach each other new words

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 of both classic and contemporary works.

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 green 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 house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Supplemental Instructional Materials

For [possible anchor charts](#), please look at instructional materials in the Grades K-5 folder.

Possible Read Aloud Texts

- Frog and Toad are Friends by Arnold Lobel
- Tumbleweed Stew by Susan Stevens Crummel
- Mr. Putter and Tabby Pour the Tea by Cynthia Rylant
- Henry and Mudge by Cynthia Rylant
- Almost any book would work well for this unit to model word solving strategies!

Possible Teaching Charts

- “Good Habits for Solving Hard Words”
- “Be the Boss of Your Reading”
- “Reading Partners Work Together”
- “Solving and Checking Hard Words”
- “Busted Word Chart”
- “Readers Pay Attention To Dialogue!”
- “Understanding Our Books”

Guided Reading

Fiction and nonfiction book sets with 6-8 copies of the same title. Levels A to M - at least 12 sets in each level for both fiction and nonfiction

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 1, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K-2, Jennifer Serravallo
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- For lessons for word work, see [Florida Center for Reading Research](#)
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online resources. (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 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.