

Unit 6 Becoming Avid Readers (Weeks 34-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 6 Becoming Avid Readers

Unit Rationale

Students spent the past several months learning how to handle books, solve tricky words, and use partnerships to discuss their reading. Their reading super powers are strong, and they are ready to become avid readers. This unit fosters a reader's curiosity, independence, and thinking across a variety of literary genres. Students will discover new information from non-fiction books, read poetry, and reflect on common fiction themes. They will learn that readers can have a favorite topic and research more about it. Also, they will explore different types of poetry and the feelings it invokes. Students will react to the literary texts they read and practice jotting down these thoughts. They will begin to reflect on weaknesses in their reading and set goals to strengthen these areas. Students will take these critical fundamental reading, writing, and thinking skills and build upon them throughout their reading life!

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful

units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Instructional Plan

<https://docs.google.com/document/d/19ql-TxgLVXL0zv9AxjZPO439XTfpGrj6jgmfXhjs8/edit>

Skill Set #1: Becoming an Avid Readers

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria

... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #2: Readers Learn From All-About Books

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #3: Readers Fall in Love with Poetry

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Pre-Assessments

Post-Its

Conferring Observations

Partnerships and Clubs

Observations Small Group Observations (Guided Reading and Strategy Groups)

Grand Conversations

Poetry Presentations

Essential Questions

How do readers become avid readers?

Why do readers read nonfiction books?

How do readers fall in love with poetry?

How do readers react to literary texts?

21st Century Life and Career

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See CrossWalk

New Jersey Student Learning Standards: Content Area

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.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.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.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
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.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).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
ELA.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).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the 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.RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
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.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.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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Integration of Computer Science and Design Thinking

CS.K-2.ETW	Effects of Technology on the Natural World
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Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

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.
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SEL Competencies

SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships

- SEL.PK-12.5.2 Utilize positive communication and social skills to interact effectively with others
- SEL.PK-12.5.3 Identify ways to resist inappropriate social pressure
- SEL.PK-12.5.4 Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- SEL.PK-12.5.5 Identify who, when, where, or how to seek help for oneself or others when needed