# Sept. SW Reading Launching Unit

Content Area: **English**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

## Unit Overview

DESCRIPTION

The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

The Reading Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.

## Enduring Understandings

With prompting and support, students will: ■ Begin to develop an understanding of themselves as readers; ■ Begin to learn how to self-select appropriate texts; ■ Begin to set goals for themselves as readers; ■ Learn the expectations and routines for actively participating in a reading community; ■ Practice participating in collaborative conversations about texts; ■ Learn how to follow agreed-upon rules for discussions; ■ Begin to identify the central or big idea of a text; ■ Begin to ask and answer questions to clarify understanding of a topic under discussion; ■ Practice recognizing the similarities and differences among genres and subgenres, including fiction, poetry, and nonfiction; ■ Practice asking and answering questions in order to demonstrate an understanding of the key details in a text; ■ Begin to identify and use various text features and structures to locate and understand key information in a text; and ■ Express their opinions about the books they listen to and read

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

## Essential Questions

What do good readers do when interacting with a text?

## Instructional Strategies & Learning Activities

Interactive Read-Aloud and Shared Reading Lessons

Lesson 1: Listen . . . Share . . . Read uses all of the mentor texts from the unit. Rationale: Readers listen to books, share ideas, and learn skills and strategies to help them read. Students will learn what it means to be part of a community that values listening, sharing, learning, and reading. Common Core State Standards: RL.K.6, RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.7, RL.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.6, RF.K.1, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Counting Words, Finding Spaces uses "The Itsy Bitsy Spider" from the Launching Shared Texts. Rationale: Readers put letters together to read words. Words are separated by spaces to help us read. Students will be able to identify the difference between letters and words. They will count the number of letters in a word and count the number of words in a line. Common Core State Standards: RF.K.1, RF.K.3, RL.K.10, SL.K.1, SL.K.6, L.K.6, RF.K.2, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 3: Listening and Thinking During Reading Workshop uses Wild About Books by Judy Sierra. Rationale: Reading workshop is a special time of the day when students gather to learn about the ways they will develop and grow as readers. Students will listen to a read-aloud while also practicing the routines, structure, and expectations for reading workshop. Common Core State Standards: RL.K.5, RL.K.10, RI.K.5, SL.K.1, SL.K.4, SL.K.6, L.K.6, RF.K.1, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Direction, Match, Sweep uses "The Itsy Bitsy Spider" from the Launching Shared Texts. Rationale: Readers begin reading words at the top of the page and move across the words from left to right, demonstrating one-to-one match. When they come to the end of a line, they move down to the next line, sweeping back to the first word at the left side of the page. Students will be able to match print from left to right and from top to bottom of the page. Common Core State Standards: RF.K.1, RF.K.2, RF.K.3, RL.K.10, SL.K.1, SL.K.6, L.K.6, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 5: Who Am I As a Reader? uses But Excuse Me That Is My Book by Lauren Child. Rationale: Beginning readers think about the kinds of books they enjoy reading, the locations they like to read in, and the people they like to read with. Students will begin to think about and develop their own reading identities by reflecting on themselves as readers. Common Core State Standards: RL.K.5, RL.K.7, RL.K.10, SL.K.1,

SL.K.6, L.K.6, RF.K.1, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Listening and Responding

Lesson 6: Reading the Pictures uses “Catch the Moon: An Action Rhyme” by Jeanne Kaufman from Highlights High Five from the Launching Shared Texts. Rationale: Readers use pictures to help them read the words and make meaning of a text. Students will be able to study the pictures to help them figure out the words on the page and understand the text. Common Core State Standards: RL.K.6, L.K.4, RF.K.1, RF.K.2, RF.K.3, RL.K.7, RL.K.10, SL.K.1, SL.K.6, L.K.6, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Exploring the World of Books uses Wild About Books by Judy Sierra, But Excuse Me That Is My Book by Lauren Child, and Apples by Gail Gibbons. Rationale: Readers use their own identities and background knowledge to help them search for and discover a variety of texts across different genres. Students will listen and learn about the different genres available to them as developing readers. Common Core State Standards: RI.K.2, RI.K.10, RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.10, RI.K.1, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.6, RF.K.1, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Engaging in Discussion/Collaborating

Lesson 8: The Words We Know uses “Catch the Moon: An Action Rhyme” by Jeanne Kaufman from Highlights High Five from the Launching Shared Texts. Rationale: Readers identify and practice high-frequency words so that they can read them with ease and automaticity. Students will be able to identify, locate, and highlight the word “the” inside of a shared reading text. Common Core State Standards: RL.K.4, L.K.5, L.K.6, RF.K.3, RL.K.1, RL.K.10, SL.K.1, SL.K.4, SL.K.6, L.K.4, RF.K.1, RF.K.2, RF.K.4 Skills and Strategies: Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Making Meaning uses How Rocket Learned to Read by Tad Hills. Rationale: Readers use their awareness of concepts of print to help them read pictures and words in order to make meaning of the texts they listen to and read. Students will learn how books are read, how pictures tell a story, and how combinations of letters form words. Common Core State Standards: RL.K.7, RF.K.1, RL.K.1, RL.K.2, RL.K.3, RL.K.10, SL.K.1, SL.K.6, L.K.4, L.K.5, L.K.6, RF.K.2, RF.K.3, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: What’s That Mark? uses “My Big Book” by Dale Cross Purvis from Highlights High Five from the Launching Shared Texts. Rationale: Readers pronounce words, pause, and emphasize words by attending to punctuation as they read to help them make meaning of the text. Students will identify commas, periods, and exclamation points during shared reading and will understand their purposes. Common Core State Standards: SL.K.1, L.K.6, RF.K.1, RL.K.10, SL.K.6, L.K.2, L.K.4, L.K.5, RF.K.2, RF.K.4Skills and Strategies: Text and Genre Features/Structure, Reading Foundational Skills: Print Concepts and Features, Speaking to

Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 11: Collaborative Conversation uses We're Going on a Book Hunt by Pat Miller. Rationale: Readers come together to share their thinking and participate in conversations in order to grow their ideas and talk about the books they listen to and read. Students will learn about the rituals, routines, and procedures that support the conversational component of reading workshop. Common Core State Standards: RL.K.10, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.6, RF.K.1, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 12: Rereading Like a Storyteller uses "My Big Book" by Dale Cross Purvis from Highlights High Five from the Launching Shared Texts. Rationale: Readers reread for fluency by using rhythm, expression, and gestures to understand and hold on to the tone and meaning of the story. Students will be able to use the beat and rhyme in a shared reading text to reread in a variety of ways. Common Core State Standards: RF.K.2, RF.K.3, RL.K.10, RI.K.10, SL.K.1, SL.K.6, L.K.6, RF.K.1, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Let's Choose a New Book uses Wild About Books by Judy Sierra and Read! Read! Read! by Amy Ludwig VanDerwater. Rationale: Readers use their schema and what they know about themselves as readers to make good choices about the books they are going to read. Students will think about the types of books that interest them and select appropriate texts to browse during independent reading time. Common Core State Standards: RL.K.5, RL.K.10, SL.K.1, SL.K.3, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning

Lesson 2: Taking Care of Our Books uses We're Going on a Book Hunt by Pat Miller. Rationale: Readers appreciate the books that they read and have procedures to help care for them. Students will learn about book handling, as well as storing, returning, and caring for the books they read and have in their class library. Common Core State Standards: RL.K.5, RL.K.10, RI.K.5, RI.K.10, SL.K.1, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Using Schema

Lesson 3: Curable Interruptions uses But Excuse Me That Is My Book by Lauren Child. Rationale: Readers are members of a respectful community and need to understand and value the procedures that are used during reading workshop. Students will collaboratively establish procedures with their teacher in order to ensure that reading workshop runs smoothly. Common Core State Standards: SL.K.1, RL.K.5, RL.K.10, RI.K.5, RI.K.10, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Listening and Responding

Lesson 4: Making the Text Memorable uses Wild About Books by Judy Sierra. Rationale: Readers use the

images that accompany a text to immerse themselves in the key details as they read. Students will use images to visualize and to engage with a text in order to make it more memorable. Common Core State Standards: RL.K.1, RL.K.3, RL.K.7, RL.K.10, SL.K.1, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Engaging in Discussion/Collaborating

Lesson 5: Connecting the Pages uses How Rocket Learned to Read by Tad Hills. Rationale: Readers remember what they listen to and/or read in a text in order to follow the story or hold on to important information about a subject or topic. Students will follow the content of a book across the pages and think about what's happening and how it connects with what they have listened to or read so far. Common Core State Standards: SL.K.4, RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.7, RL.K.9, RL.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.8 Skills and Strategies: Questioning, Visualizing, Determining Importance, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 6: Buzzing About Books uses How Rocket Learned to Read by Tad Hills and Wild About Books by Judy Sierra. Rationale: Readers share their thoughts and identify key parts of their books with their partners. They also recommend books to others. Students will recommend books to their partners by retelling the main events and information and elaborating on the interesting parts of books they have read and enjoyed. Common Core State Standards: SL.K.2, RL.K.2, RL.K.3, RL.K.5, RL.K.7, RL.K.9, RL.K.10, RI.K.10, SL.K.1, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.6, RF.K.4, W.K.8 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing,Engaging in Discussion/Collaborating

## Integration of career readiness, life literacies and key skills

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CAEP.9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

## Technology and Design Integration

Students will interact with the lesson through the Smartboard.

Utilize programs on the IPad.

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

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| TECH.8.1.2 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |

## Interdisciplinary Connections

Students will draw pictures to express what they understand but cannot yet write.

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| 6.1.2.CivicsPI.3 | Explain how individuals work with different levels of government to make rules. |
| 6.1.2.CivicsPI.4 | Explain how all people, not just official leaders, play important roles in a community. |
| 6.1.2.CivicsPI.5 | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. |
| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPR.4 | Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. |
| 6.1.2.CivicsCM.3 | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. |
| 6.1.2.EconET.1 | Explain the difference between needs and wants. |
| SOC.6.1.4.A.CS1 | Rules and laws are developed to protect people’s rights and the security and welfare of society. |
| SOC.6.1.4.C.CS1 | People make decisions based on their needs, wants, and the availability of resources. |
| VPA.1.3.2.D.1 | Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.

- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students will be offered leveled readers for their personal reading.

Intervention services as needed.

Independent work and assignments.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

IEP and 504 accommodations will be utilized.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

DRA

Aimsweb

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Discussion

Worksheets

Teacher observation

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Unit assessments

## Instructional Materials

Schoolwide, Inc. Launching unit

Mentor Texts:

Apples by Gail Gibbons But Excuse Me That Is My Book by Lauren Child How Rocket Learned to Read by Tad Hills Read! Read! Read! by Amy Ludwig VanDerwater We're Going on a Book Hunt by Pat Miller Wild About Books by Judy Sierra

Catch the Moon: An Action Rhyme" by Jeanne Kaufman from Highlights High Five "The Itsy Bitsy Spider" from Highlights High Five "My Big Book" by Dale Cross Purvis from Highlights High Five

Leveled classroom Library for differentiated reading choices.

## Standards

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| LA.RL.K.1 | With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). |
| LA.RL.K.2 | With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). |
| LA.RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. |
| LA.RL.K.4 | Ask and answer questions about unknown words in a text. |
| LA.RL.K.5 | Recognize common types of texts (e.g., storybooks, poems). |
| LA.RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| LA.RL.K.7 | 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). |
| LA.RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| LA.RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |
| LA.RI.K.5 | Identify the front cover, back cover, and title page of a book. |
| LA.RI.K.10 | Actively engage in group reading activities with purpose and understanding. |
| LA.RF.K.1 | Demonstrate understanding of the organization and basic features of print. |
| LA.RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| LA.RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RF.K.4 | Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. |
| LA.W.K.8 | With guidance and support from adults, recall information from experiences or gather |

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| | information from provided sources to answer a question. |
| LA.SL.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| LA.SL.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. |
| LA.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| LA.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| LA.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| LA.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| LA.L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |