

Unit 7: Reading Longer and Stronger: Spotlight on Fluency, Stamina and Monitoring for Meaning (3 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students will work on reading with greater fluency (phrasing, intonation and expression) as well as increase their reading stamina. When students struggle with fluency which may include stopping frequently, reading too slowly, and/or taking long pauses they tend to have more difficulty comprehending texts. Therefore, it is important to explicitly model the strategies for reading fluently and developing stamina and make students aware how fluency and stamina deepen comprehension.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Develop and integrate the strands of fluency (rate, intonation, expression, phrasing)
- Monitor for meaning to deepen comprehension
- Increase reading stamina

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Observing/listening someone reading a text aloud not fluently and then fluently
 - Which reading sounded better? Why?
 - What did you notice?
 - What did you notice the fluent reader doing?
 - What did the fluent read sound, look, feel like?
- Modeling and charting fluency strategies, "Readers Develop Fluency By..."
 - Choosing just right books
 - Previewing just right books
 - Taking a book walk
 - Looking at the pictures and thinking about what words might be in the book
 - Recognizing word wall words (i.e., Fountas and Pinnell high frequency word lists) with automaticity
 - Paying attention to punctuation
 - Stopping at period
 - Pausing at comma
 - Having voice go up when reading a question
 - Using a loud/angry/etc. voice when there is an exclamation mark
 - Matching voice to the text by noticing
 - Character's age
 - Character's mood/emotion/feeling
 - Character's gender
 - Character's situation
 - Based on font style/size
 - Difficulty of text (slow down, speed up)
 - Rereading difficult parts/chunks so they sound smooth
 - Rereading appropriate parts/chunks slowly or quietly for emphasis
 - Recognizing the type of genre a book is (i.e., poetry, fiction, nonfiction) and setting pace for

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- reading text accordingly (e.g., fiction text with dialogue calls for the reader to have different character voices, poetry demands the reader pauses at the end of each line)
- Recognizing when reading disfluently meaning is breaking down – pause, determine cause of breakdown, reread as a way to deepen understanding and develop fluency,
 - Understanding that fluent reading will support thinking/understanding of text
 - Reviewing and extending reasons to reread, charting strategies, “Readers Reread Texts to...”(Refer to rereading chart created during Unit 1)
 - Practice using a story teller’s voice
 - Practice rereading a sentence after solving a tricky word to practice rate and phrasing
 - Building reading stamina and chart strategies, “Readers Read Longer and Stronger By...”
 - Selecting interesting books
 - Looking at books in book baggie and asking,
 - Do I have enough books (8-12) in my baggie to sustain me during independent reading?
 - Are the books just right books?
 - Is there a range of books (e.g., poetry, fiction, nonfiction, etc.)?
 - Making a plan for daily independent reading by considering,
 - What books will I read today?
 - Will I reread any books? If so, which ones?
 - Which book will I read first? (Put it on top of book baggie.)
 - What order will I read my books today? (Build a stack in sequential order.)
 - Set a goal for how many books you will read. Keep a tally (Post it or reading log) of books read. At end of independent reading reflect on goal. Did I meet my goal? If no, why not? If yes, think about what helped you meet your goal.
 - Review yesterday’s reading log (to see how many books were read). Use data to set goal for today’s independent reading.
 - Reading across a series
 - Rereading texts
 - Keeping daily reading logs (Sample reading logs available on district website)
 - How many books did I read today? (volume)
 - How many minutes did I read today?
 - Looking at data and setting reading stamina goals
 - What do you notice about yourself as a reader? How is your reading stamina? How can you increase your reading stamina?
 - Set a goal for your reading (e.g., like reading a certain number of pages in a day, number of books in a day/week)
 - Consider the conditions under which you read best and make that part of the goal (e.g., some readers need to be in a quiet place to read, some readers need to be sitting in a chair when they read)
 - Revise goals as necessary(read until the bell rings, number of pages, number of books within a week)
 - Rereading often to develop fluency, stamina and comprehension, “Readers Reread Texts To...”
 - Find a favorite part to talk about with a reading partner
 - Think more deeply about the text
 - Pay closer attention to the illustrations
 - Notice the author’s craft
 - Develop theories about a character and gather text evidence to support thinking
 - Figure out the meaning of an unknown word
 - Figure out confusing part
 - Notice something new
 - Figure out a confusing part
 - Learn/think about new words
 - Make text to self, text to text and text to world connections
 - Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students talk/write/illustrate about fluency. What does fluency look like? What does fluency sound like?, What does fluency mean? Use student writing/illustrations to make a class book or a bulletin board display.
 - Create a class checklist or rubric for reading fluently and have reading partners assess one another. Or have students record themselves, listen and self-assess using the rubric/checklist.
 - Have students share a beloved book they are able to read fluently to a reading buddy, classmate, school professional, parent/guardian as part of a unit celebration.
 - Have students illustrate and write about reading stamina. What are strategies for building reading

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- stamina? Make a class book or bulletin board display, *We Are Reading Longer and Stronger*.
- Have students review reading logs and set goals for continued work on reading stamina during the next unit. Display goals and revisit goals during the next unit.

Notes/Tips:

- Each day students will spend time independently reading for a minimum of 35 min. and reading with a partner for 10 min.
- Model reading fluently across a variety of genres (nonfiction, fiction, poetry) as part of shared reading and read aloud.
- Visit a 2nd grade classroom to notice how older students read long and strong. Discuss and chart noticings.
- Model keeping a reading log by creating a chart sized version of reading logs students will use. Display log chart and model recording on the log during the daily read aloud.
- Have students keep a reading log for reading done at home each night.
- Confer about reading logs during reading workshop via one on conferences and/or as part of small group work. Notice patterns. Note and discuss students' reading volume, stamina, interests. Use artifacts to set individual goals.
- Texts that teachers find helpful in supporting students fluency development include the following: familiar read alouds (e.g., *More Spaghetti I Say*), Brand New Readers character sets, books with patterns, rhymes, etc.
- Readers theater is another wonderful way to have students develop fluency and collaboration skills. Students can work in small groups reading plays that reflect their independent reading levels. Students can work in partnerships reading scenes from familiar series like Little Bear, Frog and Toad, Poppleton, etc. that have a lot of character dialogue.
- Students should shop for just right texts across a variety of genres so they can transfer the skills to all texts.
- Continue to introduce high frequency words that are added to the word wall as well as have ways students can practice reading these words with automaticity.
- Students can record and listen to themselves reading a text and identify areas of strength and areas for improvement. Students can record themselves rereading the same text and compare and contrast the different readings noting the fluent behaviors demonstrated.
- Some teachers explained the concept of fluency, specifically the practice of reading sentences in phrases rather than word by word, by comparing it to a jar of candy, explaining that you don't want to just scoop out one candy (just like you don't want to read one word at a time) but rather you want to scoop out several candies at a time (just like you want to read clusters/phrases of words).
- Brainstorm a list of possible stamina related goals. Some teachers refer to stamina as "reading power" while others used the phrase "read longer, be stronger." Possible goals include but are not limited to the following: staying in one reading spot and reading the whole time, staying focused and on task rather than talking with a friend, making sure to read books as a way to prepare and having something to share during partner reading, reading independently until the timer goes off, rereading texts to think more deeply, etc. Each student selects a goal, records the goal on a Post-it and places the Post-it on their desk/independent reading box/baggie. Once students achieve a goal, a new goal is selected.
- Have students create baskets of books that will support students increasing their reading stamina such as baskets of series books (Henry & Mudge, Frog & Toad, Little Bear, Mr. Putter and Tabby, Poppleton), baskets of favorite read alouds, small copies of familiar shared reading texts, patterned, repetitive texts, highly engaging nonfiction texts.
- If students haven't already begun to use book logs create simple book logs for students to fill out daily. Valuable information to record as a way to assess reading stamina includes reading level, number of books read, number of pages read, number of minutes read, etc.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 1st Grade Reading Curricular Calendar 2010-2011*
- *Growing Readers* by Kathy Collins (Chapter 5, pp. 130-133, Chapter 6. pp. 151-196)
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margolies and Pam Allyn (Chapter 3, pp. 73-74)
- *Comprehension from the Ground Up K-3* by Sharon Taberski (Chapter 6)
- *First Grade Readers* by Stephanie Parsons (Chapters 3-6)
- *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency and Comprehension* by Timothy Rasinski
- *The Fluent Reader in Action: PreK-4: A Rich Collection of Research-Based, Classroom-Tested Lessons and Strategies for Improving Fluency and Comprehension* by Timothy Rasinski
- *The Café Book* by Gail Boushey and Joan Moser
- *Strategies That Work* by Stephanie Harvey
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- To view sample reading log templates look in the literacy resource grade level binder and/or visit the district website at <http://ww3.mamkschools.org/ela/>. Select "Assessment" from the left nav bar, scroll down to Reading Logs