

2014-2015 Grade K Reading Units of Study

Unit 5: Readers Construct Meaning: Spotlight on Monitoring for Meaning (3 Weeks)

Rationale

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

As part of this unit, students learn to transfer the print and comprehension strategies modeled and practiced during daily shared reading, guided reading and the Emergent Storybook Unit to their own just right, leveled texts. Students develop a repertoire of reading strategies to figure out unknown words and become flexible word solvers.

Learning Outcomes

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

Students will:

- Learn how to select just right books
- Self-monitor and self-correct while reading
- Integrate reading strategies
- Reread with a purpose to understand texts more deeply
- Share opinions about books

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Selecting just right books (modeling what just right books look like, feel like, sound like, etc.)
- Getting ready to read a book by looking at the cover, title, and illustrations (thinking and predicting what the book will be about)
- Reading books with predictions in mind and confirming/revising predictions while reading
- Using the picture and thinking about what would make sense to read unfamiliar words in just right texts
- Using the initial letter/sound of words, checking the picture and thinking about what would make sense to read unfamiliar words in just right texts
- Using known high frequency words to read just right texts
- Noticing patterns (repeating words or words that rhyme) in texts and using them to figure out unknown words
- Noticing patterns in texts and using them to read fluently
- Looking for familiar chunks inside of longer words
- Integrating the sources of information
 - Does it make sense?
 - Does is sound right?
 - Does it look right?
- Rereading to self-correct a miscue
- Rereading to understand the story/information better
- Rereading to look closely at illustrations as well as the words to understand what is happening in the story
- Rereading to think more deeply about a character
- Rereading to make connections
 - Self to text

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- Text to text
- Text to world
- Rereading to develop automaticity with high frequency words
- Rereading to find a favorite/funny/confusing/sad part to share with a partner
- Sharing opinions (e.g., favorite part, character, text) about books read and giving reasons to support thinking
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students use Post-its to mark places in books where they used a particular strategy. Have students share the page, strategy and ways it helped them as a reader. Students can share strategies used during guided reading, independent reading, partner reading, etc. This activity can be done as part of the workshop share over a series of days.
 - Make a bulletin board display of strategies used. Students can draw, write about a strategy. Teacher can make a photocopy of the page of text the student is describing to display along with the student writing/drawing.
 - Share bookmarks or ring of cards of the strategies taught during the past few units. Practice reading and using the strategies printed on the bookmarks/ring of cards. Use icons to support students in reading and using the strategies listed on the bookmark/ring of cards. (Tip: Create variations of the strategy bookmark/ring of cards as a way to promote differentiated instruction.)

Notes/Tips:

- By the end of this unit the students should be reading just right books independently for a **minimum** of 7 minutes and reading with a partner for 5 min.
- Book baggies include familiar guided reading texts, just right books from the classroom library and copies of shared reading texts. Since students are shopping on a weekly basis it is important that they have 10-15 books in their baggies.
- Continue to read leveled (Levels C-E) big books as part of daily shared reading to model for students strategies to use when reading just right texts.
- Use daily read aloud also as an opportunity to model and have students practice turning and talking.
- Make sure to read aloud both fiction and nonfiction texts during read aloud and shared reading as a way to expose students to a range of genres.
- Shared reading, guided reading and independent reading are essential daily components of the kindergarten instructional schedule, providing daily opportunities for teachers to model print and comprehension strategies across genres (e.g., fiction, nonfiction) and for students to practices and transfer these strategies to texts read independently.
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- Guided reading groups should be formed and facilitated by now. Many teachers begin guided reading earlier in the year.
- Any class charts created to support the work of reading workshop should be read and reread multiple times during shared reading so that students are familiar with the resources and able to use them independently as needed.
- **To view Grade K archived artifacts for the unit please visit the Grade K reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3mamkschools.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/kindergarten>,

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 Kindergarten Reading Curriculum Calendar 2010–2011*
- *The Complete Year in Reading and Writing Grade K* by Karen McNally and Pam Allyn (Chapter 4, pp. 98–99)
- *The Continuum of Literacy Learning K-2* by Irene Fountas and Gay Su Pinnell
- *Perspectives on Shared Reading: Planning and Practice* by Bobbi Fisher
- *Read It Again!: Revisiting Shared Reading* by Brenda Parkes
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson