

Woodland Park School District

Reading Curriculum Kindergarten

Curriculum Team

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Kindergarten Course Description:

In kindergarten, your students begin to establish their identities as readers while they build the foundational skills for reading. In the first unit, *We Are Readers*, children will develop concepts of print, phonemic awareness, phonics, and the knowledge necessary to use story language to support their approximations of reading. The second unit, *Reading Powers*, glories in children's love of play as they learn "super power" strategies that help them search for meaning, use picture clues, work on fluency, and communicate meaning. In the third unit, *We Become Strong Readers*, children attempt more difficult books with greater independence and use reading strategies to read with more accuracy, fluency, and comprehension. Towards the end of the school year, students role-play their way into being the readers you want them to become. They pay close attention to characters, setting, and plot while reading fictional stories, become experts in nonfiction topics as they read together in clubs, and play with rhyme and rhythm while reading poetry.

Pacing Guide

Content Area: English Language Arts

Grade Level: Kindergarten

Unit 1: Routines: Launching the Reading Workshop & We Are Readers	September – November (8 weeks)
Unit 2: Reading Powers	November-January (8 weeks)
Unit 3: We Become Stronger Readers	January –March (8 weeks)
Unit 4: Poetry & Reading for Information	April-May (7 weeks)
Unit 5: Character/Creating Character (Theatre*)	May- June (4 weeks)

Unit Title: Launching the Reading Workshop & We Are Readers	Grade Level: Kindergarten	Time Frame: September – November (8 weeks)
<p>Unit Overview: Readers will learn the structures and procedures of reader’s workshop. Students will be encouraged to develop a love of reading through reading books to help them learn about the world. Students will focus on building stamina and rereading utilizing the two ways to read a book. Students will begin reading from table book tubs and learn how to share, reread, and discuss books that they have read independently and with a partner. In We Are Readers, students will focus on retelling emergent storybooks that they are familiar with. They will work with a partner to share, retell, and discuss characters and main events in their stories. This unit begins with a focus on helping emergent readers connect the story across the pages, saying as much as you can for each page. Then the focus is on having students move closer to echoing lines of exact language of the text. Students will continue to have time to read and talk about their familiar emergent storybooks. Then students will be taught students many different ways to read and reread their books. Students become enthusiastic about turning pages of unfamiliar texts wherever they find them, and so they feel empowered to make meaning in any book they’re holding.</p>		
<p>New Jersey Student Learning Standards:</p> <p>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).</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>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).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. 		

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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).

B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print many upper- and lowercase letters.

B. Use frequently occurring nouns and verbs.

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

F. Produce and expand complete sentences in shared language activities.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Integration:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee

Example: Students will demonstrate, in whole and small group content learning activities, an understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, reasoning, problem solving, collaborating, listening, speaking, defending your position in Accountable Talk discussions and taking turns so that all student voices are heard.

CRP4. Communicate clearly and effectively and with reason.

Example: As part of the unit, students can conduct a short research project to identify what jobs need to be done in a community. They can use their new learning to create an informative script about a community job which they can present to the class.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Social Studies 6.1.4.A.1 Explain how rules and laws created by the community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good.

Students will work towards following directions and class rules to be independent in Readers/Writers workshop.

Math: Using the text, *Harry the Dirty Dog*, students will...

K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects

K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Students count the correct number of dogs to be placed on each piece of construction paper.

K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Students can either construct or complete patterns alternating between the picture of clean Harry and the picture of dirty Harry.

Math : K.CC.B.4B *Yo! Yes?*, Chris Raschka

Letter Graphing: To help students recognize that everyone's name is unique and to identify the number of letters in their names, read *Chrysanthemum* by Kevin Henkes and talk about how special names are. Create a class graph depicting the number of letters in each student's name. Use the graph to compare and contrast names to show that names are unique and special just like each student. Follow-up activity: have students make/decorate name puzzles.

Unit Goals/Enduring Understandings:

- Kindergarteners follow the routines and structures of reading workshop
 - Readers transition to and from carpet spots
 - Readers follow expectations for mini-lessons
 - Readers have routines for partner share at the carpet
 - Readers have structures for independent and partner reading (building up to 10 minutes emergent story books independent reading, 10 minutes emergent story books partner reading, 10 minutes independent informational reading)
 - Partners follow routines for partner reading (echo, take turns, choral...)
 - Readers follow routines for teaching share
 - Readers participate and understand their role in reading conferences
 - Readers reread
- Kindergarteners read information books by themselves and with others by approximating reading
 - Readers think about what makes sense and draw on all available information to help figure out what the words on the page say
 - Reader acquire and use concepts of print
- Kindergarteners identify familiar words and pictures to begin conventionally reading text by
 - Reading environmental print
 - Recognizing and reading familiar words in text
 - Using pictures to read text
- Kindergarteners read emergent story books by themselves and with others by approximating reading
 - Readers use story structure and storytelling language while reading
 - Readers use pictures to make meaning
 - Readers match their words to the page and the part they are on in their books
 - Readers attempt to read many words on the page

Essential Questions:

- How do readers build good habits?
- How does building routines help us in the classroom?
- Why is it important to know how to work on our own and with others?

Skills:

- Identify parts of a book
- Identify information parts of books provide
- Sound letter relationships
- Silent reading for increasing time
- Decode
- Environmental Print
- Structure, Meaning, Visual cues
- Preview Text
- Predict/Retell
- Activate and use prior knowledge
- Ask and answer questions
- Speak with purpose

	Academic Vocabulary: author, illustrator, title, front cover, back cover, word, pages, reread, character, setting, major events, key details, problem, solution
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Demonstration of Learning:

- Informal assessment/notes-checklist
- Conference Notes
- Anecdotal Notes
- Teacher Created Assessments
- Small Group Observations
- Unit Assessment, Concept of Print – Pre and Post
- Performance based assessment (optional) **Buddy Day**

Invite a buddy class, neighboring classroom, or parents to come and watch the students demonstrate the Reader's Workshop model. Have students choose their favorite book from the book tub to share with their buddy. Encourage students to share what they have learned from books just like they had shared with their partner. Students can also read to a favorite stuffed animal.

Mentor Texts:

Are You My Mother?

Yo! Yes?

Corduroy

The Gingerbread Man

Kissing Hand

The Carrot Seed

Mrs. Wishy-Washy

Caps for Sale

Three Billy Goats Gruff

Harry the Dirty Dog

The Beetle Alphabet Book

Various nursery rhymes

Resources:

Fundations

Units of Study for Teaching Reading, Kindergarten

****Refer to first 25 days to reading workshop***

Book Basket

Read aloud

Anchor charts

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Routines: Launching the Reading Workshop & We are Readers		Grade Level: Kindergarten	Time Frame: September – November
Goals	Suggested Mini lessons	Teacher’s Notes/Ideas	
<ul style="list-style-type: none">Kindergarteners follow the routines and structures of reading workshop	<ul style="list-style-type: none">Readers handle books with care and respect. When we read a book we:<ul style="list-style-type: none">Hold the book by the spineTurn the pages carefully from the cornersClose the book when we finishPut the book away gently, making sure pages are not bentLet the teacher know if a book is damaged so it can be repaired right awayReaders use classroom library properly.Readers follow routines during the reading workshop<ul style="list-style-type: none">Gathering Space for minilessons and Read- Aloud<ul style="list-style-type: none">Sing Gathering Song (Lucy Calkins, We are Readers, Unit 1, pg. 2)Readers stay focused on one location.Readers read the whole time.<ul style="list-style-type: none">Hold the book right side upKeep our eyes on the bookRead the book from the front to the backWe do our best not to disturb other readersReaders build stamina.<ul style="list-style-type: none">We set reading goals for how long we want to read and we add to that time as time goes onHow to choose a “Just Right” book to read to self<ul style="list-style-type: none">The book is interesting to youYou know some of most of the wordsYou can understand what you are readingYou could tell about the book	Create Anchor Chart for Book Handling	
		<ul style="list-style-type: none">*Create class stamina graph.*Picture read/retell/read words*Anchor charts	
<ul style="list-style-type: none">Kindergarteners read information books by themselves and	<ul style="list-style-type: none">Readers have ideas about books and share<ul style="list-style-type: none">We share our favorite booksWe share who reads with usWe share where we readWe share the kinds of books we like to read	*Anchor charts	

<p>with others by approximating reading</p>	<ul style="list-style-type: none"> • Model 3 ways to read a book. (Done over the course of three days. First 25 Days) • Readers turn and talk with to a partner <ul style="list-style-type: none"> ○ Listen to the teacher’s question ○ Turn to shoulder partner ○ Keep eyes on your partner ○ Discuss and share your answer to the question ○ Build on each other’s ideas • Readers read with partners <ul style="list-style-type: none"> ○ Sit elbow to elbow, knee to knee (EEKK) ○ Use a soft voice ○ Read the entire time ○ Stay in one spot ○ Get started right away ○ Partners refer to Partner Reading anchor chart ○ Partners make a plan on how to read (echo, take turns, choral...) 	
<ul style="list-style-type: none"> • Kindergarteners identify familiar words and pictures to begin conventionally reading text by 	<ul style="list-style-type: none"> • Readers read the world around them by recognizing names and signs, and directions and songs. <ul style="list-style-type: none"> ○ We can look ○ We can think ○ We can read • Readers use books to help them learn about the world. We look through the book and think about what it could be about. We look at the details of the pictures to help us learn about the topic. <ul style="list-style-type: none"> ○ We can look ○ We can think ○ We can read ○ We can learn • Readers read from start to finish, beginning with the cover of the book, turning to the first page and then the next, working our way towards the end. • Readers understand that rereading and using pictures will help them to learn words. <ul style="list-style-type: none"> ○ Readers use the pictures to help them find the matching words on the page. They think what letter the word might start with and find that word on the page. 	<p>*Environmental print *Anchor charts—pictures walk *Refer to “Guide to Reading Workshop” by Lucy Calkins</p> <p>Teachers-make note of the supporting management and concepts of print(pages 21-22)</p>

<ul style="list-style-type: none"> Kindergarteners read emergent story books by themselves and with others by approximating reading 	<ul style="list-style-type: none"> Readers can read familiar stories they have heard many times independently <ul style="list-style-type: none"> We look at the pictures, remember and read Readers reread emergent books by <ul style="list-style-type: none"> We reread to see if we missed anything the first time We reread, putting the pages together to understand the story Readers make words and pictures match. Readers use exact “character” words to help read the story. <ul style="list-style-type: none"> We use character names and feeling words when reading We read like the character would talk Readers use favorite storybooks to retell. Readers use “words” to retell. (Lesson spans for 2 days) <ul style="list-style-type: none"> Readers sometimes remember more about the story, which means we can add to what we are reading Readers remember some of the exact words from the story and find those words. Readers point to those words and read some of them. Readers share favorite storybooks with partners. Favorite part, funny part, confusing part or a word to share 	<ul style="list-style-type: none"> *Three Billy Goats Gruff *Anchor charts <p>*Refer to pg. 94 “We Are Readers”</p> <p>Teachers-make note of the Read-Aloud and Shared reading section-pgs. 114-130</p>
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Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
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IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Reading Powers (Unit 2, Super Powers, Lucy Calkins)	Grade Level: Kindergarten	Time Frame: November-January (6 weeks)
Unit Overview: Readers will focus on becoming better at reading by using everything they know about looking at both the pictures and words. Students will focus on strategies they may use for reading familiar texts using the pictures and the patterns. Children learn they have “super powers” for reading books. These reading powers are: <i>Readers Use Many Super Powers to Read Even the Hardest Words</i> , <i>Readers Use Super Powers to Read Familiar and Unfamiliar Texts</i> , and <i>Readers Reread and Practice Our Super Powers, Reading with Drama and Fluency to Make Our Books Come Alive</i> .		
New Jersey Student Learning Standards: 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). RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3 With prompting and support, identify characters, settings, and major events in a story RL.K.4 Ask and answer questions about unknown words in a text. 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). RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). Reading Standards for Informational Text RI.K.4 Ask and answer questions about unknown words in a text. RI.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). RF. K.1, Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 		

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for purpose and understanding.

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Implementation

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to texts.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative and informative writing pieces.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Math K.MB.B.3: Classify favorite characters from mentor books into given categories.

Social Studies: 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. Students can examine various family roles and traditions across reading and writing during the holiday season.

Social Studies: 6.1.4.C.14 Using the text, *So Much and It's Ok to Be Different*, students learn that there are different kinds of families and that all families love and care for each other by reading stories (www.scholastic.com/teachers/lessonplan/books-teaching-about-families), sharing a family photo/ memory and making a family tree (trace the student's forearm and hand with fingers spread apart on construction paper and the student draws family members). Or Students can bring something from their families culture as a show and tell to celebrate cultural differences in families.

Social Studies 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. Students will engage in reading and writing activities pertaining to Martin Luther King Jr., U.S. Presidents, and other culturally diverse figures.

Unit Goals/Enduring Understandings:

- Readers use one-to-one correspondence to begin to read conventionally by
 - Using pointer power (pointing to each word as it is read)
 - Rereading
 - Acquiring snap words
 - Reading with a partner
- Readers begin to read conventionally by
 - Using pictures to help predict unfamiliar words
 - Using beginning sounds
 - Persevering until they get it right
 - Teaching themselves new words (look, read, spell, write, look, read)
- Readers reread with fluency and expression by
 - Retelling their books to a partner
 - Scooping up a few words at a time
 - Reading patterns together
 - Matching their voice to the feel (tone) of the book

Essential Questions:

- How can the pictures help us learn to read the words on a page?
- What are some things readers can try to do when we come across a word we don't know?
- Why is it important to match our voice to the story?

Skills:

- One-to-one correspondence between oral and written words
- Sound letter relationship
- One syllable sight words
- Predict Identify and isolate initial sound
- Fluency
- Decode words with common word parts
- Voice
- Retell
- Ask/Answer questions

Academic Vocabulary: reread, retell, character, setting, major events, key details, problem, solution, picture walk, word wall, repeat, questioning, predictions

Demonstration of Learning:

- Informal assessment/notes-checklist
- Fountas and Pinnell Benchmark Assessment System
 - Conference Notes
 - Anecdotal Notes
 - Teacher Created Assessments
 - Small Group Observations
 - Running Record
 - Performance based assessment (optional): **Super Hero Buddy Day**

You may choose to invite a buddy to class to show how your students utilize their super powers. Students can decorate a cape for the event. You may choose to have an anchor chart for students to refer to, so that each time they get “stuck” they can share with their buddy what super power they plan on using to help them be successful.

Mentor Texts:

So Much by Trish Cooke

Brown Bear Brown Bear, What do you See?

The Family Book

It's Ok To Be Different

Resources:

Foundations

Unit of Study for Teaching Reading, **Unit 2-Super Powers** Lucy Calkins

Snap Words Figure 7-2

Book Basket

Read aloud

Pattern Books

Anchor charts

Word Wall

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Reading Powers		Grade Level: Kindergarten	Time Frame: November-January
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Readers use one-to-one correspondence to begin to read conventionally 	<ul style="list-style-type: none"> Readers start from left and move to the right, pointing under each word as we say it Readers point to every word on the page to make sure it matches the words we say When we stop reading, there cannot be any words left over or any extra words coming out of our mouth (Text/Picture) Readers know that every word gets one tap (point) including the longer words Readers recognize "Sight Words/Snap Words" to read the word quickly Readers use partners to help check and read words 	<ul style="list-style-type: none"> *Anchor charts – We are Super Readers *Brown Bear, Brown Bear.... *Refer to Unit 2 pg. 24 by Lucy Calkins *Beanie Baby" Strategies 	
<ul style="list-style-type: none"> Readers begin to read conventionally 	<ul style="list-style-type: none"> Readers don't let longer words defeat them. We use pictures to help us figure out the words. We try to use that word in the sentence to see if it makes sense. Readers can remember sight words (snap words). We look, read, spell, write, look, read to help us remember. (Refer to list of "Snap Words" pg. 46 Figure7-2) Readers get their lips ready to sound out unfamiliar words. We think to ourselves, does that sounds right? <ul style="list-style-type: none"> Readers recognize initial sound of words and think about what makes sense. Readers try many strategies when they are stuck on a word. Readers reference skills they know and try different ones until they figure out the word. (Refer to Super Readers Anchor Chart) Readers celebrate all that they know. 	<ul style="list-style-type: none"> *Anchor Charts *Use Level A books for demonstration of picture to predict unknown word pg. 39-45 Unit 2 Lucy Calkins <p>Teachers: When assessing students reading abilities during running records, analyze what they do most of: Meaning, Structure, Visual</p>	
<ul style="list-style-type: none"> Readers reread with fluency and expression 	<ul style="list-style-type: none"> Readers read and read again to become smooth readers. (Read around the room.) Readers use pattern books to read faster and smoother Readers use punctuation to help with our reading voice. We make our voice match what the feeling. (Spans between two days) Readers bring books to life by using book talk with a partner. We introduce the book to our partner and talk about the book. (Spans 2-3days) Readers celebrate the books they know and love by giving the gift of reading to others. 	<ul style="list-style-type: none"> *Anchor Charts -PG 67 *Refer to Figure 11-1,11-2 *Class books/Chants <p>*Book: "Carla's Big Splash" by Kimberly Beckley</p> <p>*Anchor charts pg88 fig15-2, fig 15-3</p>	

Unit Title: Developing Strong Readers	Grade Level: Kindergarten	Time Frame: January –March (8 weeks)
Unit Overview: In this unit, students continue to work hard using their reading powers to read more difficult books with greater independence and read with more accuracy, fluency, and comprehension. Additionally, this unit places a particular emphasis on reading high-frequency words with automaticity, and on thinking and talking about books—critical components of reading at level C and beyond. Ultimately, the goal of this unit is to support the orchestration of ALL the strategies they have developed over the course of the school year to read more complex books with accuracy, fluency, and comprehension.		
<p>New Jersey Student Learning Standards:</p> <p>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).</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>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).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p>		

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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).

B. Continue a conversation through multiple exchanges.

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.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print many upper- and lowercase letters.

B. Use frequently occurring nouns and verbs.

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize the first word in a sentence and the pronoun *I*.

B. Recognize and name end punctuation.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Implementation:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Example: Students will utilizing tools such as RAZ Kids, Starfall, ABC Mouse, and other learning apps.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to texts.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative and informative writing pieces.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Math: Using the text, *Pete the Cat and His Four Groovy Buttons*, students will use buttons to explore counting, rectangular arrays, and representing adding and subtracting numerical expressions.

K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects

K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Science :

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Using the mentor text, *My Bug Box*, *Dragonflies*, and *Insects*, and the link below students will investigate insects in Nature Play.

https://www.calacademy.org/sites/default/files/assets/docs/pdf/natureplayfamilyguide_insectinvestigation.pdf

K-ESS2-2 Plants and animals can change their environment.

Using, *Can You See the Eggs?*, students learn about the life cycles and egg laying animals in our ecosystem.

Unit Goals/Enduring Understandings:

- Readers use patterns to think about what a book is really saying by
 - Noticing and accurately reading pattern breaks
 - Predicting what will come next
 - What will be the same?
 - What will be different?

- Fixing up mistakes and rereading
 - Did that make sense?
 - Did that sound right?
- Thinking about the pattern after reading and before rereading
- Readers use letter-sound relationships to read unfamiliar words by
 - Reading initial sounds, blends and digraphs
 - Using sound-letter relationships at word endings
- Readers read with fluency by (a variety of)
 - Reading in two (or more) word chunks
 - Scooping up words with eyes more than with fingers
 - Beginning to read prepositional phrases together
 - Acquiring additional high frequency words and reading them with automaticity
 - Considering the meaning of text and rereading
 - Predicting upcoming text

Partners support each other's reading through conversations about texts by empathizing, connecting to characters and events, studying illustrations, forming opinions about characters and events

Essential Questions:

- How do readers use text with pictures to read?
- How to use reading strategies to read?
- How do readers use fluency?

Skills:

- Letter-Sound relationship
- Decode/Blend
- Fluency
- Understand Text Vocabulary
- Ask/ Answer Questions
- Predict
- Retell
- Story Structure
- Beginning, Middle, End
- Setting
- Phrasing/Pitch
- Participate in conversations about books
- Visualize

Academic Vocabulary: reread, retell, character, setting, major events, key details, problem, solution, picture walk, word wall, repeat, questioning, predictions, beginning, middle, end, pitch, phrasing, visualize, decode, blend, illustration, rhyme

Demonstration of Learning:

- Informal assessment/notes-checklist
 - Conference Notes
 - Anecdotal Notes
 - Teacher Created Assessments
 - Small Group Observations
 - Running Record
 - Performance based assessment (optional): **Book Talk**

Students in groups of three or four talk about one of their books and their thinking. Once children have practiced this talk around, they will likely be more apt to share and talk when you ask partnerships to join together during reading workshop.

Mentor Texts:

Dragonflies

Mouse Has Fun

Can You See the Eggs?

Wake Up, Dad!

My Bug Box

Oh the Places You Will Go by Dr. Seuss

Ethan's Cat by Joanna Hurwitz

Various types of alphabet book

Pete the Cat and His Four Groovy Buttons by Eric Litwin

Resources:

Fundations

Units of Study for Teaching Reading, *Unit 3-Bigger Books, Bigger Reading Muscles* Lucy Calkins

Snap Words

Book Basket

Read aloud

Pattern Books

Anchor charts—Nursery Rhymes—Online digital resources

Word Wall

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Developing Strong Readers		Grade Level: Kindergarten	Time Frame: February-March
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Readers use patterns to think about what a book is really saying 	<ul style="list-style-type: none"> Readers can identify easier books and harder books by looking closely at the pages. <ul style="list-style-type: none"> Anchor Chart- Challenging Books Have... Readers read patterns to help read almost every page. Readers figure out the pattern to help read more words on the page Readers notice changing words in the pattern. When the pattern changes, we use our super reading powers to help us figure out the changing words. Readers monitor their reading and ask does it make sense/sound right? Readers predict ending of pattern book and have a better understanding of what the whole book is about, from start to finish. 	*Anchor charts *Compose class pattern books (interactive writing) *Running Records Fig 3-1 pg18 *Fig 4-1 pg24	
<ul style="list-style-type: none"> Readers use letter-sound relationships to read unfamiliar words Readers read with fluency 	<ul style="list-style-type: none"> Readers use letters sounds and match it with the picture. We think about what the word could be and match it to the beginning sound. If the first try doesn't work we think of another word that might make more sense. Readers use letters sounds to solve unknown words. Readers use letter chunks to read unknown words. Readers decode from beginning to end of a tricky word. Readers preview a reading page looking for words we know and can read in a "snap". Readers come across snap words that may have changed a bit (inflected endings). We take a closer look at the word and see if it is a snap word. (example, playing- we know the word play and then make it make sense in the sentence) Readers monitor reading for comprehension. Readers read high frequency words with automaticity Readers use what they know to make predictions of words that will come next. Readers reread to bring books to life. 	*ABC books *Blends/digraphs pg. 62	
<ul style="list-style-type: none"> Partners support each other's reading through conversations about texts by empathizing, connecting to characters and events, studying illustrations, forming opinions about characters and events 	<ul style="list-style-type: none"> Partners use the whole picture to tell about the page. Partners think and talk about books <ul style="list-style-type: none"> Partners empathize with characters Partners make connection to characters and events Partners form and share opinions about characters and events Partners support each other's reading by sharing tricky parts and offering strategies 		

Unit 4: Poetry & Reading for Information	Grade Level: Kindergarten	Time Frame: April-May (7 weeks)
<p>Unit Overview: In this unit, readers review the structures and procedures of reader’s workshop. Readers continue to develop fluency and comprehension skills while reading poetry and informational texts. Research has shown that poetry is a natural way to teach phonics skills, fluency, and engage students in language. In addition to their poetry readings, readers will ask questions and learn from all parts of the book as they read. Readers will study pictures, compare and contrast books and make connections. Students learn to not only use the word-solving skills that they have been learning across the year, but to pay particular attention to times when they are reading and parts or words seem confusing. In addition, students will learn how to think and talk about books across a topic. They learn how to reread books finding and noticing things that are in both books and things that are decidedly not in both books -- similarities and differences.</p>		
<p>New Jersey Student Learning Standards:</p> <p>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).,</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>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). ,</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5, Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6, Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7, With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8, With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9, With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. 		

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for purpose and understanding.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.,

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.,

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Implementation

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to texts.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative and informative writing pieces.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group

Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Science K-LS1-1, K-LK1-1

From Bulb to Daffodil, Ellen Weiss

Grow a Plant: At www.bbc.co.uk/schools/science/clips/ages/5_6/growing_plants_fs.shtml, students can grow a plant, label the parts of the plant, and take a quiz on their knowledge of growing a plant.

Garden People: To learn through firsthand experience what plants need to grow (soil, sun and water), students will grow grass "hair" in cups decorated with people faces. Provide students with paper or Styrofoam cups. Have the students decorate their cup with a face. Fill the cup with soil; add some grass seeds and water. Put the cups in a sunny spot, keep the soil moist and observe as the grass starts to grow. Students can keep a log of their observations. Follow-up activity: students can give their garden people a "haircut".

Social Studies: 6.1.4.C.14

ABC of Jobs by Roger Priddy

On the Job: Match community workers with the right tools at (http://pbskids.org/cgi-registry/curiousgeorge/on_the_job.pl).

Unit Goals/Enduring Understandings:

- Readers read with stamina (20 minutes)
- Fiction readers comprehend by identifying characters, character feeling, setting, events of the story
- Fiction readers react to text by feeling what the character feels by showing emotion while reading
- Fiction readers prepare and participate in discussions about reading
 - Recall events (who, what, when, where, how)
 - Tell about character thoughts, feelings, and words
- Nonfiction readers comprehend the text by recalling the main topic and key details
- Nonfiction readers ask and answer questions about the main topic and mark these places in the text for discussion
- Nonfiction readers prepare and participate in discussions about reading
 - Teach about topic using precise language
 - Compare two ideas or pieces of information about the main topic
 - Build upon each other's ideas
 - Readers read poetry, recognizing rhymes and patterns, and feeling

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can a love for reading help you be a better student? • How is a poem a lot like a song? • How can books get me wondering about things? • How do readers read and think about informational text? 	<p>Skills:</p> <ul style="list-style-type: none"> • Fiction/nonfiction text • Identify characteristics of poetry • Support ideas with text evidence (teacher supported) • Connections • Recall/Retell • Visualize • Fluency • Character Traits • Empathy <p>Academic Vocabulary: compare, contrast, questioning, key details, main topic, summarize, context clues, author, illustrator, fact, opinion, poetry, rhythm, rhyme, patterns, feeling</p>
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Benchmark Assessment System End of Year Kindergarten benchmark goal: Level D These Reading Behaviors include... <ul style="list-style-type: none"> ✓ Remembers language patterns and repeating events over longer stretches of text ✓ Self-corrects, using visual information ✓ Controls directionality and word-by-word matching with eyes, using finger only at points of difficulty ✓ Searches for understanding while reading ✓ Remembers details from the text and pictures ✓ Pays close attention to words and their structural features (for example, endings) ✓ Reads fluently, with phrasing ✓ Rereads to confirm or figure out new words ✓ Solves new words using knowledge of sound/letter relationships and word parts • Conference Notes • Anecdotal Notes • Teacher Created Assessments • Small Group Observations • Running Records • Performance Based assessment (optional): Learning About Our World 	

Students create a poster that includes the most interesting things that they learned about that topic from their informational books. Ask each child to share their poster, saying something like. “My favorite book club was Sharks. I learned that there are over 400 different kinds of sharks.” Once every student has had a chance to share their poster you can create a bulletin board out in the hallway. Create a heading for the bulletin board with the class, for example: “Look at what reading has taught us about our world!”

Mentor Texts:

Carrot Seed

Billy Goats Gruff

Dragonflies

From Seed to Dandelion, Ellen Weiss

Honey Bees

Not Norman(A Goldfish Fish) by Kelly Bennett

The Little Engine that Could

ABC of Jobs by Roger Priddy

*Poetry of choice (nursery rhymes)

Resources:

Foundations

Units of Study for Teaching Reading, *Unit 4-Becoming Avid Readers* Lucy Calkins

Snap Words

Book Basket

Read aloud

Informational text & Poetry

Anchor charts—Online digital resources

Word Wall

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 4: Poetry/Reading for Information		Grade Level: Kindergarten	Time Frame: April-May
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Readers read with stamina 	<ul style="list-style-type: none"> Readers understand what “avid” means. <ul style="list-style-type: none"> Read a lot! Find places everywhere to read Keeps a stack of books-in-waiting Can’t stop reading Really pay attention to the book 		
<ul style="list-style-type: none"> Nonfiction readers ask and answer questions about the main topic and mark these places in the text for discussion 	<ul style="list-style-type: none"> Readers react to stories and pair share. Readers record their thoughts about books. We can use post-its and write or draw our thoughts about that part. Readers describe what a character might be feeling in detail. We use precise and just right words to describe what we mean. Readers set individual goals, focusing on strategies that are used least often over those that we use more often. Readers understand that reading is like pretending. We imagine what it might look like in our mind. We make a movie from what we read in a book. 	*Anchor charts *Reading Journal *Not Norman *Reading Playdates	
<ul style="list-style-type: none"> Nonfiction readers prepare and participate in discussions about reading 	<ul style="list-style-type: none"> Readers get their mind ready for informational text. We think to ourselves; What kind of book is this? Can I learn something from this book? Readers use “descriptive” words to sound like an expert. We hold onto what we read so that we could tell others about it. Reader’s pair share on informational text. Readers find books related to personal topic of interest. Readers compare and contrast. Readers pretend and act out nonfiction. 	*Video Clips (refer to pg54) *Refer to vowel word work	
<ul style="list-style-type: none"> Readers read poetry, recognizing rhymes and patterns, and feeling 	<ul style="list-style-type: none"> Readers read for meaning and rhythm. Readers understand felling/meaning of a poem. Readers create poems with sound patterns. 	*Itsy Bitsy Spider *Anchor charts on poems pg. 91	

Unit 4a: Characters 4b: Creating Character (Theater*)	Grade Level: Kindergarten	Time Frame: May-June (4 weeks)
Unit Overview: In this interdisciplinary unit, readers will learn reading strategies to get to know characters well and to name what the character does in a story. Student will learn to think and talk more about characters and dramatize what is happening in their stories so as to extend their thinking about characters.		
<p>New Jersey Student Learning Standards:</p> <p>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).,</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> E. Follow words from left to right, top to bottom, and page by page. F. Recognize that spoken words are represented in written language by specific sequences of letters. G. Understand that words are separated by spaces in print. H. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> F. Recognize and produce rhyming words. G. Count, pronounce, blend, and segment syllables in spoken words. H. Blend and segment onsets and rimes of single-syllable spoken words. I. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) J. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> E. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. F. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. G. Read high-frequency and sight words with automaticity. H. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <ul style="list-style-type: none"> A. Read emergent-readers with purpose and understanding. B. Read grade level text for purpose and understanding. <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). 		

D. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.,

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.,

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

G. Print many upper- and lowercase letters.

H. Use frequently occurring nouns and verbs.

I. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

J. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

K. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E. Capitalize the first word in a sentence and the pronoun *I*.

F. Recognize and name end punctuation.

G. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

H. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

B. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

D. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

E. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

F. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Visual and Performing Arts

1.1.2.C.1 The elements of theatre are recognizable in theatrical performances

1.1.2.C.2 Theatre artists use precise vocabulary when staging a play.

1.1.2.C.3 Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances

1.1.2.C.4 The technical theatrical elements and theatre architecture are inherent in theatrical design and production.

1.3.2.C.1 Plays may use narrative structures to communicate themes

1.3.2.C.2 Actors use voice and movement as tools for storytelling

1.3.2.C.3 Voice and movement have broad ranges of expressive potential

Technology Implementation

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

Students use laptops to access virtual sites such as: GoNoodle.com and/or teacher webquests of literature.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to texts.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative and informative writing pieces.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

In order to help students to develop and understand emotion and feelings for character development:

Social Studies: 6.1.4.D.1 *How Are You Peeling? Foods with Moods*, Saxton, Freymann and Joost

Playdough Face Mats: Create a feelings/emotions word wall/chart. After students become familiar with the feelings vocabulary, students can use playdough to illustrate feelings on play dough face mats. A free download is available at: (<http://www.sparklebox.co.uk/1311-1315/sb1312.html#U8LSnDdOUil>).

Social Studies: 6.1.4.D.1 *If You're Happy and You Know It*, James Warhola

Fill in the Blank: The teacher creates a set of word cards listing various feelings which the students are familiar with (angry, kind, embarrassed, helpful, silly, frustrated, etc.). On a sentence strip, displayed on a pocket chart, the teacher writes, "I am _____ when I _____." She selects and places one of the feelings cards in front of the first blank, reads the sentence and completes the second blank. After she models, the students are invited to select feelings cards, read and complete the sentence. (Optional sentence frame: _____ makes me feel angry (jealous, silly, funny, kind, tired...))

Unit Goals/Enduring Understandings:

- Readers read and notice lots of things about characters - the things they do, how they feel, and what they think.
- Readers can read books with my partner and compare and contrast characters' feelings and experiences.
- Readers can use my voice to bring the characters and stories to life and make the story sound smooth.
- Demonstrate characters through a dramatic play
- Dramatize ideas and events through dramatic play

Essential Questions:

- How can I get to know the characters in my books really well?
- How do characters use facial expressions and move their bodies to express an emotion?
- How can sound express a feeling or emotion?

Skills:

- Retell a main event from a story read aloud and familiar stories.
- Compare and contrast adventures of characters in familiar stories.
- Develop phonemic awareness in the reading process.
- Describe personal experiences using a prop, picture or other visual aid.
- Recognize beginning, middle, and end.
- Identify characters in a puppet play or performance by actors.
- Demonstrate the use of complete sentences in shared language activities.
- Use the vocabulary of the theatre, such as play, character, and audience, to describe theatrical experiences
- Demonstrate skills in pantomime and/or improvisation
- Demonstrate the ability to work cooperatively when presenting

Academic Vocabulary: emotion, express (facial expressions), demonstrate, gesture, body language, feeling, character, cover, illustration, visualize

Demonstration of Learning:

- **Fountas and Pinnell Benchmark Assessment System**

End of Year Kindergarten benchmark goal: Level D

These Reading Behaviors include...

- ✓ Remembers language patterns and repeating events over longer stretches of text
- ✓ Self-corrects, using visual information
- ✓ Controls directionality and word-by-word matching with eyes, using finger only at points of difficulty
- ✓ Searches for understanding while reading
- ✓ Remembers details from the text and pictures
- ✓ Pays close attention to words and their structural features (for example, endings)
- ✓ Reads fluently, with phrasing
- ✓ Rereads to confirm or figure out new words
- ✓ Solves new words using knowledge of sound/letter relationships and word parts

- Conference Notes
- Anecdotal Notes
- Teacher Created Assessments
- Small Group Observations
- Running Records
- Performance Based assessment (optional): **Characters Come Alive**

Invite an audience (buddy classroom or parents) to come to your class so that the kindergarteners can give the gift of reading to their buddy. Have students show off their reading and dramatization skills. Students will use Post-its to mark places where they can stop reading and engage in an interaction with their buddy. Students can also improvise a scene from their text showing off their theatre skills.

Mentor Texts:

Two of a Kind by Jaqui Robbins

Goldilocks and the Three Bears

Rumble in the Jungle-Giles Andreae

Don't Let the Pigeon Drive the Bus by: Mo Willems

No David- David Shannon (Essentially wordless picture book)

The Grouchy Ladybug By: Eric Carle

Brown Bear, Brown Bear What do you see? By: Eric Carle

If You're Happy and You Know It, James Warhola

How Are You Peeling? Foods with Moods, Saxton, Freymann and Joost

Resources:

Foundations

Units of Study for Teaching Reading, Lucy Calkins

Snap Words

Book Basket

Read aloud

Word Wall

Colorado Teacher-Authored Drama and Theatre Arts Instructional Units and Lessons (Reference Unit Title: The People You See-Creating Character)

<https://www.cde.state.co.us/standardsandinstruction/dtak-thepeopleyouseecreatingcharacter-pdf>

<http://www.goodreads.com/shelf/show/wordless-picture-books> (List of wordless picture books)

<http://www.readwritethink.org/classroom-resources/lesson-plans/improving-fluency-through-group-793.html> (Site with lesson plan ideas for improving fluency group literary performances for K-2)

Interactive Read-Alouds by: Linda Hoyt Grades K-1 *Linking Standards, Fluency, and Comprehension*

<http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson-2/> (Modeled lesson using “A Hunting We Will Go” for guided dramatic character development and sound effects)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Character		Grade Level: Kindergarten	Time Frame: May-June
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
Readers Have Strategies for Getting to Know a Character	<p>Readers work hard to get to know the characters in new books by taking a book walk. They do this by:</p> <ul style="list-style-type: none"> ▪ Looking at the title and picture on the cover page and asking, "What does the cover tell me about the character?" ▪ Looking at the pictures and words in the book and using what we see on the pages to add or change our idea about the character(s) in our book. ▪ Once the book walk is complete we talk how we think our character will act: <i>I think that the character will be...</i> <p>Readers work hard to get to know their main character. They do this by clearly describing what their character is like. They do this by:</p> <ul style="list-style-type: none"> ▪ Looking at the character's face in the illustrations. ▪ Looking at the character's body postures in the illustrations ▪ Paying attention to what the character says and how they act in the words and illustrations. ▪ Using all this information to describe what the character is like. <p>Readers pay close attention to the facial expressions, body language, and gestures of the main character. To do this:</p> <ul style="list-style-type: none"> • Name how the main character is feeling. • You may also say what you think the character may be thinking. You can add a post-it speech bubble to help you hold your thoughts. <p>Readers pay close attention to the endings of books. We do this by:</p> <ul style="list-style-type: none"> • I think about all I learned from the book and ask, "How does my character feel now?" or "What might the character be thinking now?" • I turn back to the beginning of the book and ask, "How has the character changed from the beginning to the end of the book?" <p>Readers have to think about how all the things we are learning about our characters go together from the cover, title, and book walk. We do this by:</p>		

	<ul style="list-style-type: none"> • Telling our partners all that we have learned about our character and what happened to our character. • We can also tell our partner, “Did the character change at all during the story? How did he/she change?” 	
Readers Can Work with Partners to Pretend We Are Characters in Our Books	<p>Readers use what they have learned about their characters to pretend to be the characters. We can do this by performing in mini-plays with our classmates:</p> <ul style="list-style-type: none"> • You and your partner will choose a character to study closely. • Think about how the character is feeling and match your voice and body gestures to the feeling as you read. • Pay careful attention to any changes that may be happening. <p>Today I want to teach you that, often, characters are not talking during the entire book. Those non-talking parts are read by narrator. But, we can still use those parts to learn even more about our character. When you come to a non talking part in your book:</p> <ul style="list-style-type: none"> ▪ Notice what the narrator is saying about the character. ▪ Ask yourself, “What can I add to the way I make the character look, act, and feel as I act it out?” ▪ Try it out: use what is happening in the story to the character and use expressive voices and dramatic gestures to read their parts. <p>Today I want to teach you that we can not only take a look at the narrator’s talk to learn about the characters, we can also use the pictures to help you imagine what the character might say on each page. We can do this by:</p> <ul style="list-style-type: none"> ▪ Looking at the pictures very closely, noticing every part of the character’s face, body, and the setting around them. ▪ Use post-its to help you remember what you think the character might be saying. ▪ Use what you learn from the pictures to add on to what you make your character say. 	
Readers Perform Books in Reading Clubs to Become Experts About Characters and Stories (Reader’s Theater)	<p>Today I want to teach you that we can work with other students to try some reading work about characters. To learn about a character in our reading clubs, we can:</p> <ul style="list-style-type: none"> ▪ Closely study pictures, and/or ▪ Closely study the words by rereading important parts, and/or, ▪ Talking about a character’s feelings, using exact language. ▪ We talk about what we notice to teach our club mates, and listen carefully to learn even more from what our club mates can teach us. 	

	<p>Today I want to teach you that the big secret to becoming a character expert is to know the story of the character really well! We do this by:</p> <ul style="list-style-type: none"> • Reading and rereading the book a few times. • Every time we do this, we make something better, such as improving our fluency, matching our reading to the feelings in that part, adding a gesture to our face, or making our bodies look a little more exactly like what is shown in the picture. <p>Today I want to teach you that when you are trying to act and sound like your characters, you may need to try out a few different ways. You can do this with the help of your partner. We do this by:</p> <ul style="list-style-type: none"> ▪ Looking at what is happening in the story--in the words and pictures. ▪ Making a plan by talking, together, about what the character will think, say, and, do. ▪ Try it out, and tell what went well and what can be changed. ▪ Try again and again. 	
<p>Readers Give the Gift of Reading to Others</p>	<p>Today I want to teach you that readers can give the gift of reading. You can think about the people you love and which stories they would love to hear from you. We prepare to give the gift of reading by:</p> <ul style="list-style-type: none"> ▪ Deciding which story we would like to perform. ▪ Getting together with our classmates or book club members to make a plan for how to perform it and for what audience. ▪ Practice, practice, practice! ▪ <p>Today I want to teach you that, when we tell stories and perform books, we have to make a lot of choices. Some choices we need to make as storytellers are:</p> <ul style="list-style-type: none"> • Am I going to say the exact words from the book or will I use my own words? • How will I make the characters feel...and how will I show that: • Do I need props, costumes, or settings to show even more of the story? <p>Today I want to teach you that readers work hard to make their performances better every time they rehearse. They do this by:</p> <ul style="list-style-type: none"> ▪ Performing the play for their club mates. ▪ Working together to decide what they can do to make their performance even better. (Some examples: matching your voice to how the character is feeling, using more gestures and expressions, speaking loudly, and/or rereading to memorize some parts.) 	