



## Washington Township School District



***The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.***

	Reading Workshop
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	Kindergarten
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	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i>	X
	<p><i>Schoolwide: Reading Fundamentals</i> for Kindergarten is based upon a “Balanced Literacy” framework. Literacy instruction consists of whole group, small group and independent daily reading, in which students will be exposed to a variety of texts on and above grade level. Behaviors, rituals and routines that are essential to reading workshop will be modeled by the teacher through “Interactive Read-Alouds”. Reading strategies will be explicitly modeled by the teacher during “Mini-Lessons”, as well as scaffolded during “Shared Reading” and small group reading instruction. Students will be provided with the opportunity to practice those skills, with self selected texts on their assessed independent reading level and individual reading conferences with the teacher, during Coached Independent Daily Reading time. The Launching Unit will introduce students to a variety of genres and text types, in addition to establishing foundational routines for reader’s workshop. Following the Launching unit, students will continue to engage in a variety of texts and genres within the units that follow: Fiction (Storybooks), Nonfiction and Poetry.</p>					
	<p>Formative Assessments:</p> <ul style="list-style-type: none"><li>• Student Performance Checklist</li><li>• Conference Questions/Log</li><li>• Teacher Observation of student responses (during whole and small group discussions as well as during individual conferences).</li><li>• Kindergarten Snapshot</li><li>• Developmental Reading Assessment (DRA)</li></ul>					

	<p>Schoolwide Reading Fundamentals Units of Study: Launching (Grade K). • <u>Teacher Manual:</u></p> <p>Inclusion of:</p> <ul style="list-style-type: none"> <li>– Short Shared Text Collection (student and teacher copy)</li> <li>– Mentor Texts</li> <li>– Leveled Readers</li> <li>– Student Performance Checklist</li> <li>– Appendix of anchor charts pertinent to “Independent Read-Alouds” and “Mini-Lessons”</li> </ul>
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### **Teaching**

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
  - Adapting and using age-appropriate authentic materials
  - Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

	Jennifer Natale
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**Written: August 2016**

**Revised: August 2024**

**BOE Approval:**

<b>Unit Title: Launching</b>
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**Unit Description:**

The Launching Unit establishes many reading behaviors, rituals and routines that are imperative to reading success through the use of interactive read alouds, mini-lessons, shared reading, small group instruction and independent daily reading. This unit will also introduce students to a variety of text types and genres. Additionally, students will be provided with ample opportunities to develop and build upon focused thinking and accountable talk. As the students' experience in that area grows, they will also participate in meaningful conversations connected to shared texts.

**Interactive Read Alouds (IRA)** – Key ideas, rituals, routines and reading strategies are modeled by the teacher through reading the mentor texts, thinking aloud and modeling the ways in which a reader interacts with a text.

**Shared Reading (SR)** – Students join in or share in reading a book, poem or other enlarged text with support from the teacher, in addition to observing and listening to short texts being read with fluency and expression. These experiences allow students to enjoy materials they may not be able to read independently, while ensuring students feel successful by providing support to the whole group, helping to link oral and printed language, connecting background knowledge and new information, and aiding with vocabulary-building, storytelling and comprehension strategies.

**Mini Lessons (ML)** – Brief (10-15 minutes) lessons in which the most essential strategies and key ideas from the Interactive Read Alouds and Shared Reading lessons are revisited and examined during this time. The teacher provides explicit instruction of a particular skill through modeling and guided practice, in order to enable students to begin to apply the strategies independently ("I do, we do, you do").

**Small Group Instruction (SG)** – Explicit instruction of relevant reading strategies and skills are taught to a small group (2-6) of students on similar reading and ability levels. The teacher provides scaffolded support in order to guide students towards independent application of the skills and strategies taught.

**Coached Independent Daily Reading (IDR)** – Daily opportunities for students to read texts independently, in addition to applying the skills and strategies taught during whole and small group instruction. The teacher will conference with students and provide individual support for guidance and reinforcement of these skills.

**Unit Duration:** 18 sessions (Some sessions will span across several days)

**Desired Results**

**Standard(s):**

IRA= "Interactive Read Aloud"

SR= "Shared Reading"

ML= "Mini-Lesson"

**Primary:**

RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

(SL.K.1): *Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.* (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10 IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

(L.RF.K.1): *Demonstrate understanding of the organization and basic features of print.* (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12)

(L.RF.K.3): *Know and apply grade-level phonics and word analysis skills in decoding words.* (As in: SR 2, SR 4, SR 6, SR 8, IRA 9, SR 12)

**Introduced:**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

(RL.IT.K.3): *With prompting and support, identify characters, settings and major events in a story.* (As in: IRA 1, IRA 7, IRA 9, IRA 11, ML 4, ML 5, ML 6)

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

(RL.MF.K.6): *With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.* (As in: IRA 1, IRA 5, SR 6, IRA 9, IRA 11, ML 4, ML 5, ML 6) (RL.K.9): *With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.* (As in: ML 5, ML 6)

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). (As in: IRA 7, IRA 11, ML 1)

(SL.K.4): *Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.* (As in: IRA 3, SR 8, IRA 11, ML 5, ML 6)

(SL.K.5): *Add drawings or other visual displays to descriptions as desired to provide additional detail.* (As in: IRA 11, ML 1, ML 3)

(SL.K.6): *Speak audibly and express thoughts, feelings, and ideas clearly.* (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6) (L.K.1): *Observe observations of grammar and usage when writing or speaking.* (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

(L.K.2): *Observe conventions of capitalization, punctuation, and spelling when writing.* (As in: SR 10, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

(L.VI.K.3): *With guidance and support from adults, explore word relationships and nuances in word meanings.* (As in: SR 8, IRA 9, SR 10) Observed during choice time. Appendix in reading document,

(L.K.6): *Use words and phrases acquired through conversations, reading and being read to, and responding to texts.* (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

(L.RF.K.2.): *Demonstrate understanding of spoken words, syllables and sounds (phonemes).* (As in: SR 2, SR 4, SR 6, SR 8, IRA 9, SR 10, SR 12)

(L.RF.K.4): *Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.*

(W.SE.K.6): *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.* (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

**Indicators:**

- Students will identify all 52 upper and lowercase letters of the alphabet, as well as 18 letter sounds.
- Students will learn and develop proper routines and behaviors for reading workshop (ie: proper book handling, book selection, techniques for asking/answering questions in a large group/with a partner to reflect understanding, etc)
- With prompting and support, students will differentiate between common genres of text; fiction, nonfiction and poetry.
- Students will demonstrate an understanding of reading foundational skills (correct book orientation, distinguishing pictures from words, locating proper place to begin reading on a printed page, reading the left page before the right page, tracking print from left to right and top to bottom, turning pages one at a

time in proper sequence, points to words using one to one correspondence, isolating words within printed text, locates words on a printed page, and distinguishes letters from numbers)

- With prompting and support, students will apply background knowledge to help them understand a new text.
- With prompting and support, students will be able to utilize vocabulary relevant to kindergarten-appropriate content to discuss the pictures in a text.

**Understandings:**

*Students will understand that...*

- Readers can read a wide variety of texts for enjoyment, as well as to learn new information.
- Readers apply what they already know about reading (print concepts) to help them read a new text.
  - Readers can apply their own background knowledge and vocabulary to help them understand a new text.
- Readers have mutually respectful conversations with others in order to expand their own knowledge about reading.

**Essential Questions:**

- How can we identify as readers?
- How can we have a respectful and collaborative discussion about reading in larger groups and with a partner?
- How can we apply what we already know to help us understand a new text?
- How do letters and sounds help us to read?

**Assessment Evidence****Performance Tasks:***Daily Tasks*

- Student responses to reading via whole group discussions, in small groups, with a partner (through “turn and talk”) or during 1:1 reading conferences

*Performance Tasks*

- DRA Assessment
- Kindergarten Snapshot

**Other Evidence:**

- Individual and small group conferring and record keeping in response to independent or small group reading (ie: conferring notes, student performance checklist)

**Benchmarks:***Running Record Assessment*

- DRA Assessment for Reading Levels

*Formative Assessment*

- Kindergarten Snapshot

**Learning Activities:**

*Throughout this unit, with prompting and support, Readers will...*

**Identify 52 upper and lowercase letters of the alphabet, in addition to 18 letter sounds**

- Participate in activities and centers relevant to identifying letters and sounds
  - *As in: Whole and Small Group Time, Literacy Centers, SR 2, IRA 9*

**Develop Independent Reading**

- Begin to develop an understanding of themselves as readers
- Begin to learn how to self-select appropriate texts
- Practice proper book handling
- Follow agreed-upon procedures for Coached Independent Reading Time
- Increase Reading Volume (amount) and Stamina (duration)
  - *As in: Coached IDR, IRA 5, IRA 7, ML 1, ML 2, ML 3*

**Learn and develop routines and behaviors relevant to Reading Workshop**

- Learn the expectations and routines for actively participating in a reading community

- Practice participating in collaborative conversations about texts
- Begin to ask and answer questions to clarify understanding of a topic under discussion
- Express their opinions about the books ( “I think....”, “I notice....”, “I agree/disagree with you because ....”) – *As in:* IRA 1, SR 2, IRA 3, IRA 5, SR 6, IRA 7, IRA 9, SR 10, IRA 11, ML 6 and onward as “Turn and Talks” become standard procedure

#### **Utilize their knowledge to read the pictures in a text**

- Utilize vocabulary, relevant to kindergarten-level content, to discuss the pictures in a text
- Apply background knowledge (schema) to understand a new text
  - *As in:* SR 6, IRA 7, IRA 9, ML 1, ML 4, ML 5, ML 6

#### **Differentiate between common text and genre types**

- Practice recognizing the similarities and differences among genres and subgenres, including fiction, poetry and nonfiction
  - *As in:* IRA 1, IRA 3, IRA 5, SR 6, IRA 7, IRA 9, SR 10

#### **Utilize knowledge of print concepts to begin to read a grade-level text**

- Demonstrate how to hold a book with correct orientation
- Distinguish pictures from words
- Locates proper place to begin reading, on a printed page with multiple lines of text
- Demonstrates an understanding that the left page of a book is read before the right page
- Tracks print across the page from left to right
- Demonstrates that pages are turned one at a time in a sequence from front to back
- Points to individual words using one to one correspondence
- Isolates words within printed text
- Locates a word on a printed page within text
- Distinguishes letters from numbers on a printed page by pointing.
  - *As in:* *Small Group Time and Coached IDR*, SR 2, SR 4, SR 6, SR 8, IRA 9

#### **Resources:**

*Schoolwide: Reading Fundamentals (Launching Grade K)*, Mentor Texts/Interactive Read Aloud Texts (Mentor Texts summaries p. 17 of manual), Shared Texts (starting at page 21 of TM), Student selected independent reading books, guided reading books/materials.

### **Unit Modifications for Special Population Students**



## Advanced Learners

- For students who are ready to read text, add a bin of leveled readers containing books on those students' assessed independent reading levels for Coached Independent Daily Reading time (as in: Coached IDR, SR 6).
  - Students can also record themselves reading those books on an iPad (Seesaw)
- For students who have mastered reading foundational skills, introduce sight words (about 4-5 at a time) in a small group setting, and have students go on a sight word hunt through the mentor texts/additional picture books (as in: SR 4). Findings can be recorded on a worksheet or in the Seesaw app.
- For students who have mastered their letters and sounds (as in: small group), provide scaffolded practice with identifying beginning/ending sounds of words (using picture cards/prompts).
  - Once beginning and ending sounds have been mastered, this can be built upon by identifying medial vowels of CVC words.
  - Include additional activities to practice these skills in differentiated literacy centers.
- For students who have demonstrated mastery of “turn and talks” with their partner (as in IRA 11), encourage them to provide an additional reason to support their idea ( “I agree with you because \_\_\_\_\_ and \_\_\_\_\_”.)
  - Students can also return to their seats to illustrate and label (or write a complete sentence if they are able) a new idea that they learned from talking to their partner.

## Struggling Learners

Pull small strategy groups consisting of a few students who would benefit from additional practice with the same task.

- When necessary, re-teach after the conclusion of any mini lesson.
- For students that struggle with partner talk (As in: IRA 11), picture cues (lips and ears) may serve as reminders as to which partner will be talking and which partner will be listening.
  - The conversation can also be coached by a teacher/support staff, by questioning and reminding students of sentence stems (“Do you agree with your partner? Say ‘I agree because...’”).
- For students who have difficulty mastering foundational concepts, such as reading the pictures, book handling, etc, (As in: SR 2, IRA 9, ML 1, ML 2) wordless picture books may be used in a small group setting to teach the skill before moving to books with less text.
  - Choose a wordless picture book with simple pictures and a predictable plot (such as Chalk by Bill Thomson or Pancakes for Breakfast by Tomie dePaola)
  - Once concepts such as page sequence, direction, etc have been mastered with the wordless picture books, move to picture books that contain one line of text on each page.
  - For text related concepts (such as tracking print as in SR 4), print one line of the song Itsy Bitsy Spider on a sentence strip. Practice tracking print with just one sentence at a time until mastery. The skill can be

built upon by adding sentence strips with the other lines of the song in sequential order in a pocket chart, or taping to the board.

- For students who struggle with identifying letters and sounds in isolation/in context (As in: SR 2), additional scaffolded daily exposures (about 5 sessions, each no longer than 5 minutes) to the alphabet in a small group/1:1 setting would be beneficial.
  - Some activities include: “reading” a simple alphabet chart, forming individual letters in a sand tray/with clay, singing alphabet songs, listening to an alphabet book (such as Chika Chika Boom Boom) read aloud by a teacher/support staff member
  - Once letters are mastered in isolation, choose about 5 letters at a time and present in a grouping (such as letter magnets spread out). Instruct students to find a specific letter.
  - Build upon mastery of identifying letters in isolation/context by presenting one word at a time written on a word strip. Practice counting letters in that word. This can build upon by printing one sentence on a sentence strip, and counting the letters in each word of that sentence.
- For students who struggle with stamina and engagement during Independent Reading (as in: Coached IDR), start with a really short time frame (1-2 minutes) and increase very gradually.
  - It may also help to provide a visual of the time that students must be engaged with reading (use a tangible sand timer or one that can be projected onto the whiteboard from [online-stopwatch.com](http://online-stopwatch.com)).
  - A bin of wordless picture books can also be provided for students to assist with engagement.

## English Language Learners

- Front load necessary vocabulary terms/background knowledge prior to introducing a new story (as in: SR 2, IRA 3, IRA 5, SR 6, IRA 7, IRA 9, SR 10, IRA 11)
  - This can be accomplished using scaffolded support and utilizing tangible items (when possible) or picture cards.
- When necessary, re-teach after the conclusion of any mini lesson.
- For students who struggle with identifying letters and sounds in isolation/in context (As in: SR 2), additional scaffolded daily exposures (about 5 sessions, each no longer than 5 minutes) to the alphabet in a small group/1:1 setting would be beneficial.
  - Some activities include: “reading” a simple alphabet chart, forming individual letters in a sand tray/with clay, singing alphabet songs, listening to an alphabet book (such as Chika Chika Boom Boom) read aloud by a teacher/support staff member
  - Once letters are mastered in isolation, choose about 5 letters at a time and present them in a grouping (such as letter magnets spread out). Instruct students to find a specific letter.
  - Build upon mastery of identifying letters in isolation/context by presenting one word at a time written on a word strip. Practice counting letters in that word. This can build upon by printing one sentence on a sentence strip, and counting the letters in each word of that sentence.
- For students who have difficulty mastering foundational concepts, such as reading the pictures, book handling, etc, (As in: SR 2, IRA 9, ML 1, ML 2) wordless picture books may be used in a small group setting to teach the skill before moving to books with less text.

- Choose a wordless picture book with simple pictures and a predictable plot (such as Chalk by Bill Thomson or Pancakes for Breakfast by Tomie dePaola)
  - Once concepts such as page sequence, direction, etc have been mastered with the wordless picture books, move to picture books that contain one line of text on each page.
  - For text related concepts (such as tracking print as in SR 4), print one line of the song Itsy Bitsy Spider on a sentence strip. Practice tracking print with just one sentence at a time until mastery. The skill can be built upon by adding sentence strips with the other lines of the song in sequential order in a pocket chart, or taping to the board.
- For students that struggle with partner talk (As in: IRA 11), picture cues (lips and ears) may serve as reminders as to which partner will be talking and which partner will be listening.
    - The conversation can also be coached by a teacher/support staff, by questioning and reminding students of sentence stems ("Do you agree with your partner? Say 'I agree because...'").
    - Additional picture cues can be used to help guide the conversation, such as small thumbs up or thumbs down for a student to demonstrate agreement/disagreement with their partner
- For students who struggle with stamina and engagement during Independent Reading (as in: Coached IDR), start with a really short time frame (1-2 minutes) and increase very gradually.
    - It may also help to provide a visual of the time that students must be engaged with reading (use a tangible sand timer or one that can be projected onto the whiteboard from [online-stopwatch.com](http://online-stopwatch.com)).
    - Students may also benefit from listening to stories read aloud on an IPAD (Pebble Go, EPIC).

<p><b>Special Needs Learners</b></p>	<ul style="list-style-type: none"> <li>• Front load necessary vocabulary terms/background knowledge prior to introducing a new story (as in: SR 2, IRA 3, IRA 5, SR 6, IRA 7, IRA 9, SR 10, IRA 11)             <ul style="list-style-type: none"> <li>– This can be accomplished using scaffolded support and utilizing tangible items (when possible) or picture cards.</li> </ul> </li> <li>• When necessary, re-teach after the conclusion of any mini lesson.</li> <li>• For students who struggle with identifying letters and sounds in isolation/in context (As in: SR 2), additional scaffolded daily exposures (about 5 sessions, each no longer than 5 minutes) to the alphabet in a small group/1:1 setting would be beneficial.             <ul style="list-style-type: none"> <li>– Some activities include: “reading” a simple alphabet chart, forming individual letters in a sand tray/with clay, singing alphabet songs, listening to an alphabet book (such as Chika Chika Boom Boom) read aloud by a teacher/support staff member</li> <li>– Once letters are mastered in isolation, choose about 5 letters at a time and present them in a grouping (such as letter magnets spread out). Instruct students to find a specific letter.</li> <li>– Build upon mastery of identifying letters in isolation/context by presenting one word at a time written on a word strip. Practice counting letters in that word. This can be built upon by printing one sentence on a sentence strip, and counting the letters in each word of that sentence.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• For students who have difficulty mastering foundational concepts, such as reading the pictures, book handling, etc, (As in: SR 2, IRA 9, ML 1, ML 2) wordless picture books may be used in a small group setting to teach the skill before moving to books with less text. <ul style="list-style-type: none"> <li>– Choose a wordless picture book with simple pictures and a predictable plot (such as <i>Chalk</i> by Bill Thomson or <i>Pancakes for Breakfast</i> by Tomie dePaola)</li> <li>– Once concepts such as page sequence, direction, etc have been mastered with the wordless picture books, move to picture books that contain one line of text on each page.</li> <li>– For text related concepts (such as tracking print as in SR 4), print one line of the song Itsy Bitsy Spider on a sentence strip. Practice tracking print with just one sentence at a time until mastery. The skill can be built upon by adding sentence strips with the other lines of the song in sequential order in a pocket chart, or taping to the board.</li> </ul> </li> <li>• For students that struggle with partner talk (As in: IRA 11), picture cues (lips and ears) may serve as reminders as to which partner will be talking and which partner will be listening. <ul style="list-style-type: none"> <li>– The conversation can also be coached by a teacher/support staff, by questioning and reminding students of sentence stems (“Do you agree with your partner? Say ‘I agree because...’”).</li> <li>– Additional picture cues can be used to help guide the conversation, such as small thumbs up or thumbs down for a student to demonstrate agreement/disagreement with their partner.</li> </ul> </li> <li>• For students who struggle with stamina and engagement during Independent Reading (as in: Coached IDR), start with a really short time frame (1-2 minutes) and increase very gradually. <ul style="list-style-type: none"> <li>– It may also help to provide a visual of the time that students must be engaged with reading (use a tangible sand timer or one that can be projected onto the whiteboard from <a href="http://online-stopwatch.com">online-stopwatch.com</a>).</li> <li>– A bin of wordless picture books can also be provided for students to assist with engagement. During 1:1 conferencing, or with assistance from a teacher/support staff member, the book can be read with scaffolded support to provide assistance with necessary vocabulary terms.</li> <li>– Students may also benefit from listening to stories read aloud on an IPAD (Pebble Go, EPIC).</li> </ul> </li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

#### Writing Standards:

W.SE.K.6: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6) • *Through the use of Turn and Talks, readers orally dictate a response to reading and/or narrate a story. These skills are necessary prerequisites for composing narrative and opinion writing pieces.*

#### Speaking and Listening Standards:

SL.K.2: *Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.* (As in: IRA 1, IRA 7, IRA 11, ML 5, ML 6)

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (As in: IRA 7, IRA 11, ML 1)

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (As in: IRA 3, SR 8, IRA 11, ML 5, ML 6)

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. (As in: IRA 11, ML 1, ML 3)

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6) • *Readers will often turn to partners to develop a fluid recall of events and/or details of a text to clarify or construct understanding in response to reading.*

#### Language Standards:

L.K.1: Observe observations of grammar and usage when writing or speaking. (As in: ML1, ML 2, ML 3, ML 4, ML 5, ML 6)

L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing. (As in: SR 10, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

L.VL.K.2: With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VI.K.3: With guidance and support from adults, explore word relationships and nuances in word meanings. (As in: SR 8, IRA 9, SR 10) Observed during choice time.

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

- *Through text exposure, students will use authors as mentors to develop components of language necessary for speaking and writing.*

#### Science Standards:

K-LS1-1: Use observations to describe patterns of what plants and animals (including



humans) need to survive. (As in: IRA 7)

- *Through the use of a mentor text, students will discuss the life cycle, different types and relevant vocabulary terms related to apples.*

## Integration of 21 Century Skills

Indicators:

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

- *As technology is an integral part of every day communication, students will use an iPad to demonstrate understanding of a concept or skill that has been taught (i.e.using Seesaw to record findings during literacy centers)*

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

- *As students develop reading skills, it will enable them to hold conversations in regards to reading and serve as a component of communication for the future*

9.3.12.AC-DES.2: Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *Through partner talk, small group instruction, whole group discussions and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *Students will be afforded many opportunities to develop and practice communication skills with peers and adults through partner talk, small group instruction, whole group discussions and one to one conferring.*
- *Using the Seesaw app provides an additional medium in which students can communicate ideas and demonstrate an understanding of concepts and skills. The app provides options to share work with teachers, parents and peers.*

9.3.12.ED-ADM.1: Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Reading Workshop is a researched based practice to support the learning of reading to a variety of students.*

9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture. • *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment*

9.3.12.ED-PS.1: Identify strategies, techniques and tools used to determine the needs of diverse learners. • *The use of small group instruction, strategy groups, differentiated literacy centers and Coached Independent Daily Reading as components of the Reading Workshop model affords the opportunity to differentiate instruction and utilize resources to support individual student needs.*

9.3.12.ED-PS.2: Implement methods to enhance learner success.

- *Teaching students where they are according to their individual levels and needs through the workshop model will enable success in all learners and at various levels.*

9.3.12.ED-PS.3: Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small group basis.*

9.3.12.ED-TT.5: Establish a positive climate to promote learning.

- *As the Reading Workshop is established in the classroom, agreed-upon rules, routines and behaviors will be put into place to ensure the success of all learners.*

**Unit Title: Fiction**

**Unit Description:**

The Fiction Unit will immerse students in various sub genres within Fiction: fantasy, realistic and traditional tales. Along with differentiating between different types of fiction text, students will also focus on retelling a story, identifying the elements of a story, determining the author's purpose and being introduced to various comprehension strategies. As with the Launching unit, students will be provided with ample opportunities to develop and build upon focused thinking and accountable talk. As the students' experience in that area grows, they will also participate in meaningful conversations connected to shared texts.

**Interactive Read Alouds (IRA)** – Key ideas, rituals, routines and reading strategies are modeled by the teacher through reading the mentor texts, thinking aloud and modeling the ways in which a reader interacts with a text.

**Mini Lessons (ML)** – Brief (10-15 minutes) lessons in which the most essential strategies and key ideas from the Interactive Read Alouds and Shared Reading lessons are revisited and examined during this time. The teacher provides explicit instruction of a particular skill through modeling and guided practice, in order to enable students to begin to apply the strategies independently ("I do, we do, you do").

**Small Group Instruction (SG)** – Explicit instruction of relevant reading strategies and skills are taught to a small group (2-6) of students on similar reading and ability levels. The teacher provides scaffolded support in order to guide students towards independent application of the skills and strategies taught.

**Coached Independent Daily Reading (IDR)** – Daily opportunities for students to read texts independently, in addition to applying the skills and strategies taught during whole and small group instruction. The teacher will conference with students and provide individual support for guidance and reinforcement of these skills.

**Unit Duration:** 18 sessions (Some sessions will span across several days)

**Desired Results**

**Standard(s):**

IRA= "Interactive Read Aloud"

ML= "Mini-Lesson"

**Primary:**

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

(RL.IT.K.3): *With prompting and support, identify characters, settings and major events in a story.*

(As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 3, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10) (RL.PP.K.5): *With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.* (As in: IRA 1, IRA 4, IRA 6, IRA 8, ML 9)

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

(RL.MF.K.6): *With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 6, IRA 8, ML 1, ML 6, ML 7, ML 8) RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

**Introduced:**

(W.AW.K.1): *Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader a topic or the name of a book they are writing about and state an opinion or preference about the topic or book (eg., My favorite book is...)*(As in: ML 10)

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

- a. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- b. Provide limited details of experiences, events, or characters.
- c. Provide a reaction to the experiences or events.

**Reinforced:**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

(RL.K.9): *With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.* (As in: IRA 3, IRA 5, IRA 6, IRA 7, ML 1, ML 3, ML 10)

(SL.K.1): *Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 10)

(SL.K.2): *Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 7, IRA 8, ML 1, ML 2, ML 4, ML 6, ML 7, ML 8, ML 9)

(SL.K.3): *Ask and answer questions in order to seek help, get information, or clarify something that is not understood.* (As in: ML 1, ML 2, ML 4)

(SL.K.4): *Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.* (As in: IRA 3, IRA 5, IRA 7, IRA 8, ML 6, ML 9, ML 10)

(SL.K.6): *Speak audibly and express thoughts, feelings, and ideas clearly.* (As in: ML 5, ML 6, ML 7)

(L.K.6): *Use words and phrases acquired through conversations, reading and being read to, and responding to texts.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

(L.RF.K.1) *Demonstrate understanding of the organization and basic features of print.* (As in: ML 2, ML 5) (L.RF.K.2): *Demonstrate understanding of spoken words, syllables and sounds*

*(phonemes).* (As in: ML 2) (L.RF.K.3): *Know and apply grade-level phonics and word analysis skills in decoding words.* (As in: ML 2) (L.RF.K.4): *L.RF.K.4. Read emergent-reader texts*

*(decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.* (As in: Small group, Coached IDR, ML 1, ML 2, ML 5)

**Indicators:**

- Students will identify all 26 letter sounds, as well as 20 Kindergarten sight words.
- Students will identify the author and illustrator of a story, and the role of each in telling the story.
- Students will retell a familiar story, by identifying elements such as; characters, setting, problem and solution and including key details in sequential order.
- With prompting and support, students will connect the illustrations to the story being read (eg: infer feelings and actions of the characters, connect the story events across pages, etc).
- With prompting and support. students will activate their schema to make predictions about the text.
- With prompting and support, students will make connections to the text to deepen understanding.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Readers can retell familiar stories by identifying and describing the characters, setting, problem and main events in sequence.</li> <li>• Readers study the illustrations in a story to get a better understanding of what is happening, and what the characters are thinking and feeling.</li> <li>• Readers can make predictions and connections to better understand the story.</li> <li>• An author writes the words in a text, and an illustrator draws the pictures.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What strategies help us to understand a story?</li> <li>• What are the roles of an author and illustrator?</li> <li>• How do sight words help us to read?</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  <i>Daily Tasks</i></p> <ul style="list-style-type: none"> <li>• Student responses to reading via whole group discussions, in small groups, with a partner</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Individual and small group conferring and record keeping in response to independent or small group reading (ie: conferring notes, student performance checklist)</li> </ul>
<p>(through “turn and talk”) or during 1:1 reading conferences</p> <p><i>Performance Tasks</i></p> <ul style="list-style-type: none"> <li>• DRA Assessment</li> <li>• Kindergarten Snapshot</li> </ul>	
<p><b>Benchmarks:</b>  <i>Running Record Assessment</i></p> <ul style="list-style-type: none"> <li>• DRA Assessment for Reading Levels</li> </ul> <p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> <li>• Kindergarten Snapshot</li> </ul>	
<p><b>Learning Plan</b></p>	

**Learning Activities:**

*Throughout this unit, with prompting and support, Readers will...*

**Identify 20 Kindergarten sight words, in addition to 26 letter sounds**

- Participate in activities and centers relevant to identifying sight words and sounds
  - As in: *Whole and Small Group Time, Literacy Centers, Coached IDR*

**Identify the author and illustrator, and the role that each plays in telling the story • Describe the roles of the author (writes the words) and illustrator (draws the pictures) in telling a story •**

Differentiate between different reasons for writing a fictional text (for entertainment, for the reader to use his/her imagination and/or to teach a lesson) as it relates to the fiction genre

- Explain the differences between realistic fiction and fantastical
- Differentiate between the different types and structures of fiction (fantasy, traditional tales and realistic) – As in: *IRA 1, IRA 2, IRA 4, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 8,*

**Retell a familiar story**

- Identify common story elements such as; setting, characters, problem and solution
- Identify the main idea and key supporting details of the story
- Differentiate between the beginning, middle and end of a story
- Utilize a sequential story structure when retelling (eg: First, Next, Then, Last)
  - As in: *IRA 2, IRA 3, IRA 4, IRA 5, IRA 7, IRA 8, ML 1, ML 3, ML 8, ML 9, ML 10*

**Connect the illustrations to the story being read**

- Utilize illustrations to infer information about the character (eg: traits, actions, dialogue)
- Use illustrations as an aide in identifying story elements and retelling the story
- Connect story events across pages
- Describe key details in the illustrations in order to tell a realistic story just like a storyteller would, including book language (Once, next, then, etc)
  - As in: *Coached IDR, IRA 1, IRA 2, IRA 3, IRA 4, IRA 6, IRA 8, ML 1, ML 6, ML 7, ML 8*

**Demonstrate an understanding of the text being read**

- Predict story events based on background knowledge and textual evidence
- Make text to self connections before, during and/or after the story
  - As in: *Small Group Time and Coached IDR, IRA 1, IRA 2, IRA 3, IRA 4, IRA 6, IRA 7, IRA 8, ML 7*

**Resources:**

*Schoolwide: Reading Fundamentals (Launching Grade K), Mentor Texts/Interactive Read Aloud Texts (Mentor Texts summaries p. 17 of manual), Shared Texts (starting at page 21 of TM), Student selected independent reading books, guided reading books/materials.*

## Advanced Learners

- For students who are reading above a C level and are proficient in retelling, provide a bin of wordless picture books. Students can practice storytelling skills (identifying elements, using storyteller language, etc) with the books provide a (as in: Coached IDR, Literacy Centers, IRA 2, IRA 4, IRA 8).
  - Students can also record themselves telling stories from those books on an iPad (Seesaw).
  - Various story telling props from familiar tales can also be provided to practice story telling skills (eg: flannel board props, storytelling spoons, etc).
- For students who have mastered 20 sight words, introduce additional (about 3-4 at a time) trick words (as in: Small group).
  - Have students go on a trick word hunt through the mentor texts/additional picture books (as in: literacy centers). Findings can be recorded on a worksheet or in the Seesaw app.
  - Students can also either write sentences containing mastered sight words (self selected) or be provided with sentence stems containing mastered words for them to write and complete (eg: “I have a \_\_\_\_\_”, “ She is \_\_\_\_\_”). Students can also illustrate their sight word sentences.
- For students who can successfully identify the roles of an author and illustrator, as well as identify author’s purpose and differentiate between different subgenres and features of fiction, extend the lesson in IRA 6 and complete a small author’s study of Mo Willems (or any other author from the mentor texts) during small group.
  - Study the author’s style (ie: Mo Willems tells the story through speech and thinking bubbles, uses motion lines and speaks in all capitals to convey emotions)
  - Extend the Compare/Contrast activity from the Unit (as in: IRA 5), and compare two books by the author, or two characters from one of the author’s books.
    - Have students attempt to write a short story by emulating an author that they have studied. If this task is too difficult, provide 3-4 pictures from one of the author’s books without the words to assist students.
- For students who have demonstrated mastery of making predictions and connections (as in: ML 3) provide opportunities for them to practice the skill independently.
  - Provide sticky notes during Coached IDR for students to mark pages in the books in their bins and record their connections. This can also be done with an iPad (using Seesaw).
  - During 1:1 conferences, scaffold students to think deeper about their connections and explain how it relates to the



	story that they are reading
<b>Struggling Learners</b>	<p>Pull small strategy groups consisting of a few students who would benefit from additional practice with the same task.</p> <ul style="list-style-type: none"> <li>• When necessary, re-teach after the conclusion of any mini lesson.</li> <li>• For students that struggle with retelling (As in: IRA 2, IRA 3, IRA 4), picture cues copied from the book or flannel board props may serve as reminders of story events, characters, etc.</li> </ul>

– The conversation can also be coached by a teacher/support staff, by scaffolding the retell with questions (“What happened first?”, “What happened after that?”).

- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers).
  - Utilize sight word flashcards on a ring, and read through flashcards daily.
  - Pick one word at a time and teach sight word songs to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.
  - Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have students color it over with a marker or darkly colored crayon), or rainbow writing the word.
- For students who struggle with connecting story events to the illustrations (as in: IRA 8), additional practice with storytelling will be beneficial. Wordless picture books can assist with this task.
  - Preview the book to ensure students have enough background knowledge prior to the activity. Introduce necessary vocabulary terms and concepts.
  - Once background knowledge has been activated, read the book 3 times (this can be broken up over multiple sessions throughout one day or over the span of 3 days). The first read should include a picture walk, in which the reader is scaffolded into discussing each illustration and noting details. The second read should be to name what is happening on each page (similar to touch and tell during Writer’s Workshop). The third read should be read like a story with the addition of book language (Once, next, then, etc)
- For students who struggle with making connections (as in: ML 3), additional practice with this task in a small group setting will be beneficial. – Choose a book that has a simple plot and concepts that are relatable to all kindergarten students (ie: Pete the Cat: Rocking in my School Shoes, How Do Dinosaurs Say Happy Birthday?, etc). Model making connections during the first few pages, and then scaffold students to make their own connections independently (eg: “Pete went to the school library! Have you been to our school library?”, etc).
  - Once students have had practice with this skill in a small group setting, they can find connections in their books during Coached IDR and take a picture with the iPad (Seesaw), During the 1:1 conference, have students share connections, or encourage them to record themselves discussing

	<p>connections if they are able.</p> <ul style="list-style-type: none"> <li>• For students who have difficulty making predictions (as in: ML 1), additional practice examining cause and effect may be beneficial in a small group setting. <ul style="list-style-type: none"> <li>– This can be done using books that demonstrate cause and effect (eg: Cookie’s Week). Pause after each “cause” page, and scaffold students to determine what will happen on the following page.</li> </ul> </li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Front load necessary vocabulary terms/background knowledge prior to introducing a new story (as in: IRA 1, IRA 2, IRA 4, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 8)</li> </ul>

- This can be accomplished using scaffolded support and utilizing tangible items (when possible) or picture cards.
  - Include a review of words that describe feelings to assist with inferring and studying characters (as in: IRA 6, IRA 7). This can be done by using picture cards, as well as reading books on feelings (eg: *The Way I Feel*)
- When necessary, re-teach after the conclusion of any mini lesson.
- For students that struggle with retelling (As in: IRA 2, IRA 3, IRA 4), picture cues copied from the book or flannel board props may serve as reminders of story events, characters, etc.
    - The conversation can also be coached by a teacher/support staff, by scaffolding the retell with questions (“What happened first?”, “What happened after that?”).
    - Simplify amount of events (reduce to 3-4 events) when sequencing if the task is too overwhelming (as in IRA 2)
    - If students still have difficulty identifying story elements (as in: IRA 2), despite props and simplification of events, provide two different picture choices and have students select the correct character, setting, etc.
- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers).
    - Ensure that students have mastered the majority of letter/sound identification before providing instruction with sight words. If students are still struggling with letter/sound identification, resume intervention with letters and sounds prior to sight word identification.
    - Utilize sight word flashcards on a ring, and read through flashcards daily.
    - Choose one word at a time and teach sight word songs to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.
    - Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have students color it over with a marker or darkly colored crayon), or rainbow writing the word.
- For students who struggle with connecting story events to the illustrations (as in: IRA 8), additional practice with storytelling will be beneficial. Wordless picture books can assist with this task.
    - Preview the book to ensure students have enough background knowledge prior to the activity. Introduce necessary vocabulary terms and concepts.

	<ul style="list-style-type: none"> <li>- Once background knowledge has been activated, read the book 3 times (this can be broken up over multiple sessions throughout one day or over the span of 3 days). The first read should include a picture walk, in which the reader is scaffolded into discussing each illustration and noting details. The second read should be to name what is happening on each page (similar to touch and tell during Writer's Workshop). The third read should be read like a story with the addition of book language (Once, next, then, etc)</li> <li>• For students who struggle with making connections (as in: ML 3), additional practice with this task in a small group setting will be beneficial.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Choose a book that has a simple plot and concepts that are relatable to all kindergarten students (ie: Pete the Cat: Rocking in my School Shoes, How Do Dinosaurs Say Happy Birthday?, etc). Model making connections during the first few pages, and then scaffold students to make their own connections independently (eg: "Pete went to the school library! Have you been to our school library?", etc).</li> <li>- Once students have had practice with this skill in a small group setting, they can find connections in their books during Coached IDR and take a picture with the iPad (Seesaw), During the 1:1 conference, have students share connections, or encourage them to record themselves discussing connections if they are able.</li> <li>• For students who have difficulty making predictions (as in: ML 1), additional practice examining cause and effect may be beneficial in a small group setting. <ul style="list-style-type: none"> <li>- This can be done using books that demonstrate cause and effect (eg: <i>Cookie's Week</i>). Pause after each "cause" page, and scaffold students to determine what will happen on the following page.</li> </ul> </li> </ul>
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## Special Needs Learners

- Front load necessary vocabulary terms/background knowledge prior to introducing a new story (as in: IRA 1, IRA 2, IRA 4, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 8)
  - This can be accomplished using scaffolded support and utilizing tangible items (when possible) or picture cards.
  - Include a review of words that describe feelings to assist with inferring and studying characters (as in: IRA 6, IRA 7). This can be done by using picture cards, as well as reading books on feelings (eg: *The Way I Feel*)
- When necessary, re-teach after the conclusion of any mini lesson.
- For students that struggle with retelling (As in: IRA 2, IRA 3, IRA 4), picture cues copied from the book or flannel board props may serve as reminders of story events, characters, etc.
  - The conversation can also be coached by a teacher/support staff, by scaffolding the retell with questions (“What happened first?”, “What happened after that?”).
  - Simplify amount of events (reduce to 3-4 events) when sequencing if the task is too overwhelming (as in IRA 2)
  - If students still have difficulty identifying story elements (as in: IRA 2), despite props and simplification of events, provide two different picture choices and have students select the correct character, setting, etc.
- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers).
  - Ensure that students have mastered the majority of letter/sound identification before providing instruction with sight words. If students are still struggling with letter/sound identification, resume intervention with letters and sounds prior to sight word identification.
  - Utilize sight word flashcards on a ring, and read through flashcards daily.
  - Choose one word at a time and teach sight word song to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.

	<ul style="list-style-type: none"> <li>- Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have students color over with a marker or darkly colored crayon), or rainbow writing the word.</li> <li>• For students who struggle with connecting story events to the illustrations (as in: IRA 8), additional practice with storytelling will be beneficial. Wordless picture books can assist with this task. <ul style="list-style-type: none"> <li>- Preview the book to ensure students have enough background knowledge prior to the activity. Introduce necessary vocabulary terms and concepts.</li> <li>- Once background knowledge has been activated, read the book 3 times (this can be broken up over multiple sessions throughout one day or over the span of 3 days). The first read should include a picture walk, in which the reader is scaffolded into discussing each illustration and noting details. The second read should be to name what is happening on each page (similar to touch and tell during Writer's Workshop). The third read should be read like a story with the addition of book language (Once, next, then, etc)</li> </ul> </li> <li>• For students who struggle with making connections (as in: ML 3), additional practice with this task in a small group setting will be beneficial. <ul style="list-style-type: none"> <li>- Choose a book that has a simple plot and concepts that are relatable to all kindergarten students (ie: Pete the Cat: Rocking in my School Shoes, How Do Dinosaurs Say Happy Birthday?, etc). Model making connections during the first few pages, and then scaffold students to make their own connections independently (eg: "Pete went to the school library! Have you been to our school library?", etc).</li> <li>- Once students have had practice with this skill in a small group setting, they can find connections in their books during Coached IDR and take a picture with the iPad (Seesaw). During the 1:1 conference, have students share connections, or encourage them to record themselves discussing connections if they are able.</li> </ul> </li> <li>• For students who have difficulty making predictions (as in: ML 1), additional practice examining cause and effect may be beneficial in a small group setting. <ul style="list-style-type: none"> <li>- This can be done using books that demonstrate cause and effect (eg: <i>Cookie's Week</i>). Pause after each "cause" page, and scaffold students to determine what will happen on the following page.</li> </ul> </li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

#### Writing Standards:

(W.AW.K.1): Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader a topic or the name of a book they are writing about and state an opinion or preference about the topic or book (eg., My favorite book is...)(As in: ML 10)

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

- a. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- b. Provide limited details of experiences, events, or characters.
- c. Provide a reaction to the experiences or events.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). Not explicitly taught, covered in small groups.



- *Through the use of Turn and Talks, readers orally dictate a response to reading and/or narrate a story. These skills are necessary prerequisites for composing narrative and opinion writing pieces.*

### **Speaking and Listening Standards:**

(SL.K.1): Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 10)

(SL.K.2): Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 7, IRA 8, ML 1, ML 2, ML 4, ML 6, ML 7, ML 8, ML 9)

(SL.K.3): Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (As in: ML 1, ML 2, ML 4)

(SL.K.4): Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (As in: IRA 3, IRA 5, IRA 7, IRA 8, ML 6, ML 9, ML 10)

(SL.K.6): Speak audibly and express thoughts, feelings, and ideas clearly. (As in: ML 5, ML 6, ML 7) • *Readers will often turn to partners to develop a fluid recall of events and/or details of a text to clarify or construct understanding in response to reading.*

### **Language Standards:**

(L.K.6): Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

- *Through text exposure, students will use authors as mentors to develop components of language necessary for speaking and writing.*

### **Science Standards:**

(K-LS1-1) Use observations to describe patterns of what plants and animals (including humans) need to survive. (As in: IRA 4, ML 2)

- *Despite every mentor text of this unit featuring fictional characters, certain characters are depicted with realistic traits (eg: goats eating grass, the sounds that farm animals make)*

**Indicators:**

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

- *As technology is an integral part of everyday communication, students will use an iPad to demonstrate understanding of a concept or skill that has been taught (i.e.using Seesaw to record findings during literacy centers).*

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

- *As students develop reading skills, it will enable them to hold conversations in regards to reading and serve as a component of communication for the future.*

9.3.12.AC-DES.2: Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *Through partner talk, small group instruction, whole group discussions and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *Students will be afforded many opportunities to develop and practice communication skills with peers and adults through partner talk, small group instruction, whole group discussions and one to one conferring.*

- *Using the Seesaw app provides an additional medium in which students can communicate ideas and demonstrate an understanding of concepts and skills. The app provides options to share work with teachers, parents and peers.*

9.3.12.ED-ADM.1: Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Reading Workshop is a researched based practice to support the learning of reading to a variety of students.*

9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture. • *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-PS.1: Identify strategies, techniques and tools used to determine the needs of diverse learners. • *The use of small group instruction, strategy groups, differentiated literacy centers and Coached Independent Daily Reading as components of the Reading Workshop model affords the opportunity to differentiate instruction and utilize resources to support individual student needs.*

9.3.12.ED-PS.2: Implement methods to enhance learner success.

- *Teaching students where they are according to their individual levels and needs through the workshop model will enable success in all learners and at various levels.*

9.3.12.ED-PS.3: Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small group basis.*

9.3.12.ED-TT.5: Establish a positive climate to promote learning.

- *Agreed-upon rules, routines and behaviors were put into place in the beginning of the year, and are continuously enforced throughout the school year, to ensure the success of all learners.*

**Unit Title: Nonfiction**

**Unit Description:**

The Nonfiction Unit will immerse students in various subgenres within Nonfiction: reference, literary and biography. Along with differentiating between different types of nonfiction text, students will also focus on comprehending a nonfiction text through the use of the following strategies: questioning, synthesizing, and self-monitoring. As with the Launching and Fiction units, students will be provided with ample opportunities to develop and build upon focused thinking and accountable talk. As the students' experience in that area grows, they will also participate in meaningful conversations connected to shared texts.

**Interactive Read Alouds (IRA)** – Key ideas, rituals, routines and reading strategies are modeled by the teacher through reading the mentor texts, thinking aloud and modeling the ways in which a reader interacts with a text.

**Mini Lessons (ML)** – Brief (10-15 minutes) lessons in which the most essential strategies and key ideas from the Interactive Read Alouds and Shared Reading lessons are revisited and examined during this time. The teacher provides explicit instruction of a particular skill through modeling and guided practice, in order to enable students to begin to apply the strategies independently (“I do, we do, you do”).

**Small Group Instruction (SG)** – Explicit instruction of relevant reading strategies and skills are taught to a small group (2-6) of students on similar reading and ability levels. The teacher provides scaffolded support in order to guide students towards independent application of the skills and strategies taught.

**Coached Independent Daily Reading (IDR)** – Daily opportunities for students to read texts independently, in addition to applying the skills and strategies taught during whole and small group instruction. The teacher will conference with students and provide individual support for guidance and reinforcement of these skills.

**Unit Duration:** 18 sessions (Some sessions will span across several days)

**Desired Results**

**Standard(s):**

IRA= "Interactive Read Aloud"

ML= "Mini-Lesson"

**Primary:**

(RI.CR.K.1) *With prompting and support, ask and answer questions about key details in a text.*

(As in: IRA 2, IRA 5, IRA 6, IRA 8, ML 1, ML 2, ML 5, ML 6, ML 7, ML 8)

(RI.K.4): *With prompting and support, ask and answer questions about unknown words in a text.*

(As in: IRA 7, ML 5, ML 6)

(RI.MF.K.6): *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).* (As in: IRA 2, IRA 4, IRA 7, ML 1, ML 3)

(RI.AA.K.7): *With prompting and support, identify the reasons an author gives to support points in a text.* (As in: IRA 6, IRA 8, ML 4, ML 9)

(RI.K.10): *Actively engage in group reading activities with purpose and understanding.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

**Introduced:**

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

A. Introduce a topic.

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

(W.SE.K.6): *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.* (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

**Reinforced:** RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).

(SL.K.1): *Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

(SL.K.2): *Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

(SL.K.3): *Ask and answer questions in order to seek help, get information, or clarify something that is not understood.* (As in: IRA 2, IRA 6, IRA 8, ML 5)

(SL.K.6): *Speak audibly and express thoughts, feelings, and ideas clearly.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10) (L.K.1): *Observe observations of grammar and usage when writing or speaking.* (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

(L.K.2): *Observe conventions of capitalization, punctuation, and spelling when writing.* (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

(L.K.6): *Use words and phrases acquired through conversations, reading and being read to, and responding to texts.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

(L.RF.K.4): Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension..

### **Indicators:**

- Students will identify 40 Kindergarten sight words.
- Students will use their background knowledge to develop questions they have about a topic, prior to reading a new nonfiction text.
- Students will identify the details found in pictures, and discuss how they support the information that is presented in the text.
- Students will generate questions as they read a nonfiction text and use their background knowledge and information from the text to help them discover possible answers.
- With prompting and support, students will use illustrations, think about the topic, use print conventions and visualize in order to decipher the meaning of an unknown word.
- With prompting and support, students will identify new information learned from reading a nonfiction text that adds to what they already know and changes the way that they think about a topic.
- With prompting and support, students will identify text features (eg: Table of Contents, Captions, Glossary, Index, etc), and discuss how it enhances their understanding of a topic.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Readers use what they think they know along with titles, pictures, text features and content to help them confirm their understandings, clear up misconceptions and learn new information.</li> <li>• Readers ask questions to help clarify and deepen their understanding of a text.</li> <li>• Readers can learn a lot of new information by paying close attention to how the pictures in the nonfiction books they read compliment the ideas presented in the text.</li> <li>• Readers can decipher the meaning of an unfamiliar word by utilizing fix-up strategies.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do readers read a nonfiction text in order to learn new information?</li> <li>• How do the features of a non-fiction text help us to understand the content?</li> <li>• How do readers tackle tricky words in their books?</li> <li>• How do illustrations teach us about a topic?</li> </ul>
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<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b>  <i>Daily Tasks</i></p> <ul style="list-style-type: none"> <li>• Student responses to reading via whole group discussions, in small groups, with a partner (through “turn and talk”) or during 1:1 reading conferences</li> </ul> <p><i>Performance Tasks</i></p> <ul style="list-style-type: none"> <li>• DRA Assessment</li> <li>• Kindergarten Snapshot</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Individual and small group conferring and record keeping in response to independent or small group reading (ie: conferring notes, student performance checklist)</li> </ul>
<p><b>Benchmarks:</b>  <i>Running Record Assessment</i></p> <ul style="list-style-type: none"> <li>• DRA Assessment for Reading Levels</li> </ul> <p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> <li>• Kindergarten Snapshot</li> </ul>	
<b>Learning Plan</b>	

**Learning Activities:**

*Throughout this unit, with prompting and support, Readers will...*

**Identify 40 Kindergarten sight words.**

- Participate in activities and centers relevant to identifying sight words and sounds
  - As in: *Whole and Small Group Time, Literacy Centers, Coached IDR*

**Ask and answer questions to confirm understanding of a topic**

- Preview text and use background knowledge to generate questions prior to reading • “Stop and Think” periodically throughout the text to generate who, what, when, where, why and how questions while reading
- After reading, generate questions to indicate further wonderings about the topic
  - As in: *IRA 2, IRA 5, IRA 6, ML 1, ML 6, ML 7*

**Utilize the pictures in the text to deepen understanding of a topic.**

- Discuss details found, as well as new information learned, by studying photographs in a nonfiction text • Discuss different ways that pictures/photographs teach about a topic
- Study the pictures and think about the topic to decipher the meaning of an unfamiliar word. – As in: *IRA 4, IRA 7, ML 3*

- Utilize text features and discuss how each enhances understanding of the topic.** • Gain exposure to and explore the Table of Contents, Glossary, Index, bold print, headings and captions • With prompting and support, learn how to use the glossary to determine the meaning of a new word • With prompting and support, learn how to use the Table of Contents and Index to locate specific information
- With prompting and support, identify additional resources (eg: “Fun Facts”, maps, etc) to guide further exploration of a topic
    - As in: *IRA 3, ML 6, ML 7, ML 8, ML 9*

- Use strategies while reading a nonfiction text to confirm and deepen understanding of a topic.** • Determine the “big idea” of the text by previewing pictures and headings, gathering little facts and determining how it relates to the title.
- Identify key details that support the “big idea”.



- Apply background knowledge, as well as information from the text, to confirm understanding and clear up misconceptions
- Visualize the information by using background knowledge, pictures and content from the text • Make connections to the topic
  - As in: IRA 3, IRA 7, IRA 8, ML 2, ML 3

**Revise their thinking about a topic after reading a nonfiction text.**

- Apply background knowledge, as well as information from the text, to confirm understanding and clear up misconceptions
- Identify new information learned from reading a nonfiction text
  - As in: ML 4, ML 5

**Resources:**

*Schoolwide: Reading Fundamentals (Launching Grade K)*, Mentor Texts/Interactive Read Aloud Texts (Mentor Texts summaries p. 17 of manual), Shared Texts (starting at page 21 of TM), Student selected independent reading books, guided reading books/materials.

**Unit Modifications for Special Population Students**

## Advanced Learners

- For students who are proficient in utilizing the text features of a nonfiction text; extend the lessons on text features and provide them with a bin of nonfiction books. Have students go on a text feature hunt throughout the book and record their findings. (as in: Coached IDR, Literacy Centers, ML 6, ML 7, ML 8)
  - Students can use the Seesaw app on the iPad to record findings. – If possible, have students add labels to indicate the feature that they found.
  - Another option would be to give students a specific feature to locate within a specific non fiction text (eg, find a bolded word in the book/glossary, find the table of contents, etc)
- For students who can successfully identify key details that support the big idea, extend the lessons on expanding and adjusting schema, as well as fun facts (As in: Coached IDR, Small group time, IRA 2, IRA 8, ML 4, ML 5, ML 9).
  - Provide students with a bin on nonfiction books. Make sure there are a few books that are about the same, kindergarten appropriate, topic (such as an animal, sport, etc).
  - Have students choose two or three books on the same topic. Provide scaffolded support when possible to assist the student in reading the content, and have them study the photographs.
  - Have students record new information learned, as well as their “Oops!” facts, either on the Seesaw app, or a recording sheet. Students can also share their information with a partner or small group.
- For students who have mastered 40 sight words, introduce additional (about 3-4 at a time) trick words (as in: Small group).
  - Have students go on a trick word hunt through the mentor texts/additional picture books (as in: literacy centers). Findings can be recorded on a worksheet or in the Seesaw app.
  - Additionally, students can either write sentences containing mastered sight words (self selected) or be provided with sentence stems containing mastered words for them to write and complete (eg: “I have a\_\_\_\_\_”, “ She is \_\_\_\_\_”). Students can also illustrate their sight word sentences.
- For students who have demonstrated mastery of connecting pictures to the content (as in: Coached IDR, Literacy Centers, IRA 4, IRA 7, ML 3) provide opportunities for them to practice the skill independently. – Provide a bin of nonfiction books and have students locate information (such as the food an animal eats, supplies to build something, etc) in a book. They can record findings on a sheet, or record results in Seesaw.

	<ul style="list-style-type: none"><li>- If possible, have students decipher the meaning of specific words in the book as well. Students can be provided with a list, or can locate unknown words on their own.</li></ul>
<b>Struggling Learners</b>	<p>Pull small strategy groups consisting of a few students who would benefit from additional practice with the same task.</p> <ul style="list-style-type: none"><li>• When necessary, re-teach after the conclusion of any mini lesson.</li></ul>

- For students that struggle with identifying details that support the main idea, (As in: IRA 8), a simpler book with explicit photographs may be beneficial.
  - This can also be coached by a teacher/support staff, by scaffolding with questions (eg: “What is this penguin eating?”)
  - If students are still struggling to connect the details to the main idea, that may also be scaffolded by questioning (“We learned a different fact about penguins on each page of this book. What was the whole book about?”)
  - If text proves to be too overwhelming, students can view simple, informational videos on a kid-friendly informational website with simple text and short videos to support content, such as PebbleGo (also available as an iPad app). Websites can also provide assistance in deciphering unknown words. Ensure that the website used provides a brief and basic overview of a nonfiction topic that is appropriate for a kindergarten student.
- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers).
  - Utilize sight word flashcards on a ring, and read through flashcards daily.
  - Pick one word at a time and teach sight word songs to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.
  - Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have students color it over with a marker or darkly colored crayon), or rainbow writing the word.
- For students who struggle with questioning (as in: IRA 2), additional modeling with generating questions may be beneficial. Utilize nonfiction texts with simpler text and explicit photographs (eg: National Geographic Level 1 books). Preview the book and ensure that students have some background knowledge of the topic before using the book.
  - After previewing the book and modeling how to generate a question about the topic, ask the students what additional information they would like to learn about the topic. Provide sentence stems if needed to assist with generating ideas (ie: “What does a \_\_\_\_\_ eat?”, “What does a \_\_\_\_\_ look like?”, etc)
- For students who struggle with connecting pictures to content (as in: IRA 4), additional practice utilizing explicit and simple photographs may be beneficial.

	<ul style="list-style-type: none"><li>- Choose a book that has simple text and explicit photographs (such as National Geographic Level 1 books). Read the text and point out the supporting detail in the book (eg: point to the giraffes spots when reading a page that discusses giraffes having spots). Scaffold support until students are able to locate supporting detail in the photograph independently.</li><li>- This process can also be repeated with the same books to assist in deciphering unknown words.</li></ul>
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## English Language Learners

- Front load necessary vocabulary terms/background knowledge prior to introducing a new text (as in: IRA 2, IRA 3, IRA 5, IRA 6, IRA 8, ML 1, ML 3)
  - This can be accomplished using scaffolded support and utilizing tangible items (when possible) or picture cards.
- When necessary, re-teach after the conclusion of any mini lesson.
- For students that struggle with identifying details that support the main idea, (As in: IRA 8), a simpler book with explicit photographs may be beneficial.
  - This can also be coached by a teacher/support staff, by scaffolding with questions (eg: “What is this penguin eating?”)
  - If students are still struggling to connect the details to the main idea, that may also be scaffolded by questioning (“We learned a different fact about penguins on each page of this book. What was the whole book about?”)
  - If text proves to be too overwhelming, students can view simple, informational videos on a kid-friendly informational website with simple text and short videos to support content, such as PebbleGo (also available as an iPad app). Websites can also provide assistance in deciphering unknown words. Ensure that the website used provides a brief and basic overview of a nonfiction topic that is appropriate for a kindergarten student.
- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers).
  - Ensure that students have mastered the majority of letter/sound identification before providing instruction with sight words. If students are still struggling with letter/sound identification, resume intervention with letters and sounds prior to sight word identification.
  - Utilize sight word flashcards on a ring, and read through flashcards daily.
  - Choose one word at a time and teach sight word songs to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.
  - Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have students color it over with a marker or darkly colored crayon), or rainbow writing the word.
- For students who struggle with questioning (as in: IRA 2), additional modeling with generating questions may be

	<p>beneficial. Utilize nonfiction texts with simpler text and explicit photographs (eg: National Geographic Level 1 books). Preview the book and ensure that students have some background knowledge of the topic before using the book.</p> <ul style="list-style-type: none"> <li>– After previewing the book and modeling how to generate a question about the topic, ask the students what additional information they would like to learn about the topic. Provide sentence stems if needed to assist with generating ideas (ie: “What does a _____ eat?”, “What does a _____ look like?”, etc)</li> <li>• For students who struggle with connecting pictures to content (as in: IRA 4), additional practice utilizing explicit and simple photographs may be</li> </ul>
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	<p>beneficial. Ensure that students have some background knowledge of the topic prior to using the book.</p> <ul style="list-style-type: none"> <li>– Choose a book that has simple text and explicit photographs (such as National Geographic Level 1 books). Read the text and point out the supporting detail in the book (eg: point to the giraffe’s spots when reading a page that discusses giraffes having spots). Scaffold support until students are able to locate supporting detail in the photograph independently.</li> <li>– This process can also be repeated with the same books to assist in deciphering unknown words.</li> </ul>
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## Special Needs Learners

- Front load necessary vocabulary terms/background knowledge prior to introducing a new text (as in: IRA 2, IRA 3, IRA 5, IRA 6, IRA 8, ML 1, ML 3)
  - This can be accomplished using scaffolded support and utilizing tangible items (when possible) or picture cards.
- When necessary, re-teach after the conclusion of any mini lesson.
- For students that struggle with identifying details that support the main idea, (As in: IRA 8), a simpler book with explicit photographs may be beneficial.
  - This can also be coached by a teacher/support staff, by scaffolding with questions (eg: “What is this penguin eating?”)
  - If students are still struggling to connect the details to the main idea, that may also be scaffolded by questioning (“We learned a different fact about penguins on each page of this book. What was the whole book about?”)
  - If text proves to be too overwhelming, students can view simple, informational videos on a kid-friendly informational website with simple text and short videos to support content, such as PebbleGo (also available as an iPad app). Websites can also provide assistance in deciphering unknown words. Ensure that the website used provides a brief and basic overview of a nonfiction topic that is appropriate for a kindergarten student.
- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers).
  - Ensure that students have mastered the majority of letter/sound identification before providing instruction with sight words. If students are still struggling with letter/sound identification, resume intervention with letters and sounds prior to sight word identification.
  - Utilize sight word flashcards on a ring, and read through flashcards daily.
  - Choose one word at a time and teach sight word songs to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.
  - Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have students color it over with a marker or darkly colored crayon), or rainbow writing the word.
- For students who struggle with questioning (as in: IRA 2),



	additional modeling with generating questions may be beneficial. Utilize nonfiction texts with simpler text and explicit photographs (eg: National Geographic
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	<p>Level 1 books). Preview the book and ensure that students have some background knowledge of the topic before using the book.</p> <ul style="list-style-type: none"> <li>– After previewing the book and modeling how to generate a question about the topic, ask the students what additional information they would like to learn about the topic. Provide sentence stems if needed to assist with generating ideas (ie: “What does a _____ eat?”, “What does a _____ look like?”, etc)</li> <li>• For students who struggle with connecting pictures to content (as in: IRA 4), additional practice utilizing explicit and simple photographs may be beneficial. Ensure that students have some background knowledge of the topic prior to using the book. <ul style="list-style-type: none"> <li>– Choose a book that has simple text and explicit photographs (such as National Geographic Level 1 books). Read the text and point out the supporting detail in the book (eg: point to the giraffe’s spots when reading a page that discusses giraffes having spots). Scaffold support until students are able to locate supporting detail in the photograph independently.</li> <li>– This process can also be repeated with the same books to assist in deciphering unknown words.</li> </ul> </li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

<b>Interdisciplinary Connections</b>
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## **Indicators:**

### **Writing Standards:**

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

(W.SE.K.6: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

- *Through the use of Turn and Talks, readers orally dictate facts to teach about a topic. They will also study text features (eg: labels, headings, etc) that will assist them in writing an informational piece.*

### **Speaking and Listening Standards:**

(SL.K.1): Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

(SL.K.2): Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

(SL.K.3): Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (As in: IRA 2, IRA 6, IRA 8, ML 5)

(SL.K.6): Speak audibly and express thoughts, feelings, and ideas clearly. (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10) • *Readers will often turn to partners to develop a fluid recall of events and/or details of a text to clarify or construct understanding in response to reading.*

### **Language Standards:**

(L.K.1): Observe observations of grammar and usage when writing or speaking. (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

(L.K.2): Observe conventions of capitalization, punctuation, and spelling when writing. (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6, ML 7, ML 8, ML 9, ML 10)

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

(L.K.6): Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 5, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6 , ML 7, ML 8, ML 9, ML 10)

- *Through text exposure, students will use authors as mentors to develop components of language necessary for speaking and writing.*

**Science Standards:**

(K-LS1-1) Use observations to describe patterns of what plants and animals (including humans) need to survive. (As in: IRA 2, IRA 3, IRA 5, IRA 6, IRA 8, ML 3, ML 9, ML 10)

- *Many of the mentor texts in this unit discuss humans and/or animals, and specific traits that they possess that enable them to survive. Some topics include: what animals do for survival, animal habitats and habits for humans to stay healthy.*

## Indicators:

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

- *As technology is an integral part of everyday communication, students will use an iPad to demonstrate understanding of a concept or skill that has been taught (i.e.using Seesaw to record findings during literacy centers).*

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

- *As students develop reading skills, it will enable them to hold conversations in regards to reading and serve as a component of communication for the future.*

9.3.12.AC-DES.2: Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *Through partner talk, small group instruction, whole group discussions and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *Students will be afforded many opportunities to develop and practice communication skills with peers and adults through partner talk, small group instruction, whole group discussions and one to one conferring.*
- *Using the Seesaw app provides an additional medium in which students can communicate ideas and demonstrate an understanding of concepts and skills. The app provides options to share work with teachers, parents and peers.*

9.3.12.ED-ADM.1: Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Reading Workshop is a researched based practice to support the learning of reading to a variety of students.*

9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-PS.1: Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *The use of small group instruction, strategy groups, differentiated literacy centers and Coached Independent Daily Reading as components of the Reading Workshop model affords the opportunity to differentiate instruction and utilize resources to support individual student needs.*

9.3.12.ED-PS.2: Implement methods to enhance learner success.

- *Teaching students where they are according to their individual levels and needs through the workshop model will enable success in all learners and at various levels.*

9.3.12.ED-PS.3: Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small group basis.*

9.3.12.ED-TT.5: Establish a positive climate to promote learning.

- *Agreed-upon rules, routines and behaviors were put into place in the beginning of the year, and are continuously enforced throughout the school year, to ensure the success of all learners.*

## **Unit Title: Poetry**

### **Unit Description:**

The Poetry Unit will immerse students in a variety of poems, and the richness of the poetry genre. Along with learning how to interpret various poems, students will continue to practice skills taught during previous units, such as; questioning, self-monitoring, synthesizing, identifying big ideas and making predictions and connections. In addition to practicing those skills, students will also identify rhythm, rhyme and patterns, analyze poems for various literary elements such as structure and figurative language, interpret words and phrases in terms of meaning and tone, and continue to deepen their understanding of the author's purpose as it relates to poetry. As with the Launching, Fiction and Nonfiction units, students will be provided with ample opportunities to develop and build upon focused thinking and accountable talk. As the students' experience in that area grows, they will also participate in meaningful conversations connected to shared texts.

**Interactive Read Alouds (IRA)** – Key ideas, rituals, routines and reading strategies are modeled by the teacher through reading the mentor texts, thinking aloud and modeling the ways in which a reader interacts with a text.

**Shared Reading (SR)** – Students join in or share in reading a book, poem or other enlarged text with support from the teacher, in addition to observing and listening to short texts being read with fluency and expression. These experiences allow students to enjoy materials they may not be able to read independently, while ensuring students feel successful by providing support to the whole group, helping to link oral and printed language, connecting background knowledge and new information, and aiding with vocabulary-building, storytelling and comprehension strategies.

**Mini Lessons (ML)** – Brief (10-15 minutes) lessons in which the most essential strategies and key ideas from the Interactive Read Alouds and Shared Reading lessons are revisited and examined during this time. The teacher provides explicit instruction of a particular skill through modeling and guided practice, in order to enable students to begin to apply the strategies independently ("I do, we do, you do").

**Small Group Instruction (SG)** – Explicit instruction of relevant reading strategies and skills are taught to a small group (2-6) of students on similar reading and ability levels. The teacher provides scaffolded support in order to guide students towards independent application of the skills and strategies taught.

**Coached Independent Daily Reading (IDR)** – Daily opportunities for students to read texts independently, in addition to applying the skills and strategies taught during whole and small group instruction. The teacher will conference with students and provide individual support for guidance and reinforcement of these skills.

**Unit Duration:** 18 sessions (Some sessions will span across several days)

### **Desired Results**

**Standard(s):**

IRA= “Interactive Read Aloud”

SR= “Shared Reading”

ML= “Mini-Lesson”

**Primary:**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

(SL.K.1): Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, SR 12 ) (SL.K.3): Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12) (L.RF.K.1) Demonstrate understanding of the organization and basic features of print.(As in: IRA 1, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, ML 3) (L.RF.K.2.): Demonstrate understanding of spoken words, syllables and sounds (phonemes). (As in: SR 4, IRA 5, SR 6)

**Reinforced:**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

(RL.MF.K.6): With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear. (As in: IRA 1, SR 2)

(SL.K.2): Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. (As in: SR 8, SR 10, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

(SL.K.6): Speak audibly and express thoughts, feelings, and ideas clearly. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6) (L.K.1): Observe observations of grammar and usage when writing or speaking. (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

(L.K.2): Observe conventions of capitalization, punctuation, and spelling when writing. (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

(L.K.6): Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

(L.RF.K.4): Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

(W.SE.K.6): With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (As in: IRA 1, SR 2, IRA 7, SR 10, SR 12, ML 1, ML 4, ML 5)

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). Not explicitly taught, covered in small groups.

**Indicators:**

- Students will identify 60 Kindergarten sight words.
- Students will identify text features of poems, and discuss the effects that they have on the way a poem is read.
- Students will recognize rhyming words in poems, and utilize them to predict what comes next.
- Students will apply previously taught reading strategies to demonstrate an understanding of a poem being read.
- With prompting and support, students will identify rhythm, beat, rhyming sounds and patterns in poems being read, and utilize them to read with expression and volume.
- With prompting and support, students will use the strategy of visualizing to deepen their understanding of a poem being read.

<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Poems are read differently than other types of texts.</li> <li>• Readers can identify special features to help them read and remember a poem.</li> <li>• Readers can utilize reading strategies to help them understand a poem.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How are poems different from other types of texts? • How do poets help readers to read and remember their poems?</li> <li>• What strategies do readers use to understand a poem?</li> </ul>
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### Assessment Evidence

<p><b>Performance Tasks:</b></p> <p><i>Daily Tasks</i></p> <ul style="list-style-type: none"> <li>• Student responses to reading via whole group discussions, in small groups, with a partner (through “turn and talk”) or during 1:1 reading conferences</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Individual and small group conferring and record keeping in response to independent or small group reading (ie: conferring notes, student performance checklist)</li> </ul>
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<p><i>Performance Tasks</i></p> <ul style="list-style-type: none"> <li>• DRA Assessment</li> <li>• Kindergarten Snapshot</li> </ul>	
<p><b>Benchmarks:</b></p> <p><i>Running Record Assessment</i></p> <ul style="list-style-type: none"> <li>• DRA Assessment for Reading Levels</li> </ul> <p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> <li>• Kindergarten Snapshot</li> </ul>	



**Learning Activities:**

Throughout this unit, with prompting and support, Readers will...

**Identify 60 Kindergarten sight words.**

- Participate in activities and centers relevant to identifying sight words and sounds
  - As in: *Whole and Small Group Time, Literacy Centers, Coached IDR*

**Identify text features of poetry.**

- Identify text direction and “look” of a poem
- Identify features (eg, bolded print) that affect the sound of the poem
  - As in: *IRA 3, SR 4*

**Analyze poems for a variety of literary elements; including elements of structure, figurative language and other crafting techniques**

- Identify and discuss rhyming words in a poem
- Listen for patterns in a poem
- Identify and discuss alliteration in a poem
- With prompting and support, identify and discuss the rhythm and beat of a poem
  - As in: *IRA 3, IRA 5, SR 6, SR 8, IRA 9, SR 10*

**Utilize strategies before, during and after reading to enhance comprehension of poetry • Use personal schema and textual evidence to make predictions and connections**

- Ask questions to help clarify thinking and deepen understanding
- Apply self-monitoring skills
- Uncover themes and big ideas within and across poems through synthesizing
- Enhance meaning of poem through visualizing
- Interpret words and phrases as they are used in a poem
- With prompting and support, discuss how words and phrases shape meaning and enhance tone. – As in: *IRA 1, SR 2, IRA 3, IRA 7, IRA 11, SR 12, ML 1, ML 2, ML 4, ML 5*

**Identify devices to help them read and remember a poem**

- With prompting and support, identify onomatopoeia and repetition and use it to read with fluency and expression
- Use rhyming words and patterns to predict the words that will come next
- With prompting and support, utilize line breaks, white space, bold print, all capital letters, punctuation and repetition in order to read poems with fluency, inflection, phrasing and rhythm.
- Act out poems by using inflection, expression, gestures, and movement to enhance understanding – As in: *IRA 3, IRA 5, SR 6, IRA 7, SR 8, ML 3, ML 6*

**Resources:**

Schoolwide: Reading Fundamentals (Launching Grade K), Mentor Texts/Interactive Read Aloud Texts (Mentor Texts summaries p. 17 of manual), Shared Texts (starting at page 21 of TM), Student selected independent reading books, guided reading books/materials.

## Unit Modifications for Special Population Students

### Advanced Learners

- For students who can successfully identify and produce rhyming words (As in: IDR 5, SR 6), provide them with additional opportunities to work with rhyming words during literacy centers.
  - Introduce word families, and have students brainstorm possible words for that family. If needed, provide them with one word to get them started (eg: List all words in the -at family/all words that rhyme with bat). Students can record on a sheet, or on whiteboards.
  - For another variation, provide students with a word bank of all words within a word family (eg: pig, wig, big, etc). Write easy to decode sentences in which one of the word bank words has been omitted, and have students place words in correct sentences. If students have difficulty with this task, they can be provided with picture cues instead. Have students determine what the picture is depicting, and tap and write the correct word.
- For students who have mastered all 60 sight words, start to introduce Level One (about 3-4 at a time) trick words (as in: Small group).
  - Have students go on a trick word hunt through the mentor texts/additional picture books (as in: literacy centers). Findings can be recorded on a worksheet or in the Seesaw app.
  - Students can also either write sentences containing mastered sight words (self selected) or be provided with sentence stems containing mastered words for them to write and complete (eg: “I have a \_\_\_\_\_”, “ She is \_\_\_\_\_”). Students can also illustrate their sight word sentences.
- For students who are proficient in identifying the features of a poem, extend the lessons on text features and provide them with an opportunity to work with poetry independently (as in: Coached IDR, Literacy Centers, IRA 3, SR 4, SR 8, IRA 9, ML 1, ML 3)
  - Enlarge a poem in the poster maker or using sentence strips and a pocket chart, or provide copies of poems in student book bins. Have students highlight the alliteration, bolded words, etc. that they find in the poems. Findings can also be recorded onto Seesaw. If possible, have students add labels to demonstrate their understanding.
  - Students can also write their own poem using some of the features (alliteration, onomatopoeia, bolded words, etc), either independently or as a shared writing exercise. Have students record themselves reading their poem on Seesaw.
- For students who have demonstrated mastery of identifying

	<p>alliteration (as in: IRA 9) provide opportunities for them to practice the skill independently, or in a small group setting.</p> <ul style="list-style-type: none"> <li>- During literacy centers, provide students with a letter. Instruct them to create a sentence containing alliteration with the assigned letter. Students can write the sentence and/or record themselves reciting their sentence on Seesaw.</li> <li>- As a variation to the activity, have students create sentences with alliteration containing their name or a friend's name (eg: "Zoey zips zebra zippers")</li> </ul>
<b>Struggling Learners</b>	<p>Pull small strategy groups consisting of a few students who would benefit from additional practice with the same task.</p>

- When necessary, re-teach after the conclusion of any mini lesson.
- For students that struggle with identifying and producing rhyming words (As in: IRA 5, SR 6), additional practice with rhyming words may be beneficial.
  - Begin with matching two or more words that rhyme. Provide picture cues to correlate with the words. Games/activities such as rhyming bingo, rhyming memory or a word sort would provide students with practice in this area.
  - Provide 1:1 scaffolding and choices (eg. “Which word rhymes with cat: hat or bed”) until students can successfully match rhyming words on their own.
  - Once students are able to identify two or more rhyming words, provide support by producing an additional word that rhymes. This can be done by using picture cues and matching (eg: file folder games, cut and paste activities).
  - Students can also listen to and engage with apps and songs that provide practice with rhyming words (eg: “Down by the Bay” and Pebble Go, EPIC).
- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers).
  - Utilize sight word flashcards on a ring, and read through flashcards daily.
  - Pick one word at a time and teach a sight word song to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.
  - Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have students color it over with a marker or darkly colored crayon), or rainbow writing the word.
- For students who struggle with identifying text direction and features in poems (as in: IRA 3, SR 4), additional modeling with tracking print and reading text may be beneficial.
  - Isolate a sentence from a poem that contains a text feature, and copy it onto a sentence strip. Have students follow with a pointer and provide scaffolded support with tracking the print. Ask the student to locate the text feature (eg: “Can you find the word that has all capital letters?”).
  - This process can also be repeated for students who struggle to identify sentences with alliteration (as in: IRA 9) or onomatopoeia (as in SR 8). After scaffolding support in reading the sentence, have students underline the beginning letter/sound of each word to find alliteration, or find the word that makes a noise (eg: “What word tells you the sound that a

	<p>dog makes?”).</p> <ul style="list-style-type: none"> <li>– If students are still having difficulty tracking print, provide scaffolded support and begin by reading simple sentences written normally, with CVC and sight words printed onto sentence strips. Once students have mastered tracking print on the simple sentences, move onto sentences from the poem that have an odd shape or text direction. Project poems onto the whiteboard, or enlarge with a poster maker to make the sentences easier to read.</li> </ul>
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	<ul style="list-style-type: none"> <li>• For students who struggle with applying comprehension strategies, such as visualizing, making connections and questioning (as in: ML 3, ML 4, ML 5), ensure that students have adequate background knowledge prior to completing the task. <ul style="list-style-type: none"> <li>– Introduce necessary terms and concepts prior to teaching the lesson. This can be done using vocabulary picture cards.</li> <li>– If students continue to have difficulty, choose another poem that contains concepts that the students will be more familiar with (such as one of the school-related choices in the mentor text Shout! Little Poems that Roar) to teach the same skill.</li> <li>– If questioning continues to be an area of difficulty with poems containing familiar concepts, provide additional modeling and sentence stems (eg: “What is the poet trying to say about _____?”) in addition to scaffolded support in generating questions.</li> </ul> </li> </ul>
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## English Language Learners

Pull small strategy groups consisting of a few students who would benefit from additional practice with the same task.

- When necessary, re-teach after the conclusion of any mini lesson.
- Front load necessary vocabulary terms/background knowledge prior to introducing a new text (as in: SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6) – This can be accomplished using scaffolded support and utilizing tangible items (when possible) or picture cards.
- For students that struggle with identifying and producing rhyming words (As in: IRA 5, SR 6), additional practice with rhyming words may be beneficial.
  - Begin with matching two or more words that rhyme. Provide picture cues to correlate with the words. Games/activities such as rhyming bingo, rhyming memory or a word sort would provide students with additional practice in this area.
  - Provide 1:1 scaffolding and choices (eg. “Which word rhymes with cat: hat or bed”) until students can successfully match rhyming words on their own.
  - Once students are able to identify two or more rhyming words, provide support by producing an additional word that rhymes. This can be done by using picture cues and matching (eg: file folder games, cut and paste activities).
  - Students can also listen to and engage with apps and songs that provide practice with rhyming words (eg: “Down by the Bay” and Pebble Go, EPIC).
- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers). – Utilize sight word flashcards on a ring, and read through flashcards daily.
  - Pick one word at a time and teach a sight word song to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.
  - Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have

students color over with a marker or darkly colored crayon), or rainbow writing the word.

- For students who struggle with identifying text direction and features in poems (as in: IRA 3, SR 4), additional modeling with tracking print and reading text may be beneficial.
  - Isolate a sentence from a poem that contains a text feature, and copy it onto a sentence strip. Have students follow with a pointer and provide scaffolded support with tracking the print. Ask the student to locate the text feature (eg: “Can you find the word that has all capital letters?”).
  - This process can also be repeated for students who struggle to identify sentences with alliteration (as in: IRA 9) or onomatopoeia (as in SR 8). Before reteaching the concept, ensure that students have background knowledge with sound words. Provide picture cues and/or sound clips (which can be found on YouTube) to provide a reference for students in identifying onomatopoeia. After scaffolding support in reading the sentence, have students underline the beginning letter/sound of each word to find alliteration, or find the word that makes a noise (eg: “What word tells you the sound that a dog makes?”).
  - If students are still having difficulty tracking print, provide scaffolded support and begin by reading simple sentences written normally, with CVC and sight words printed onto sentence strips. Once students have mastered tracking print on the simple sentences, move onto sentences from the poem that have an odd shape or text direction. Project poems onto the whiteboard, or enlarge with a poster maker to make the sentences easier to read.
- For students who struggle with applying comprehension strategies, such as visualizing, making connections and questioning (as in: ML 3, ML 4, ML 5), ensure that students have adequate background knowledge prior to completing the task.
  - Introduce necessary terms and concepts prior to teaching the lesson. This can be done using vocabulary picture cards.
  - If students continue to have difficulty, choose another poem that contains concepts that the students will be more familiar with (such as one of the school-related choices in the mentor text Shout! Little Poems that Roar) to teach the same skill.
  - If questioning continues to be an area of difficulty with poems containing familiar concepts, provide additional modeling and sentence stems (eg: “What is the poet trying to say about \_\_\_\_\_?”) in addition to scaffolded support in generating questions.

<b>Special Needs Learners</b>	<p>Pull small strategy groups consisting of a few students who would benefit from additional practice with the same task.</p> <ul style="list-style-type: none"> <li>• When necessary, re-teach after the conclusion of any mini lesson.</li> <li>• Front load necessary vocabulary terms/background knowledge prior to introducing a new text (as in: SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6) – This can be accomplished using scaffolded support and utilizing tangible items (when possible) or picture cards.</li> <li>• For students that struggle with identifying and producing rhyming words (As in: IRA 5, SR 6), additional practice with rhyming words may be beneficial.</li> </ul>
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- Begin with matching two or more words that rhyme. Provide picture cues to correlate with the words. Games/activities such as rhyming bingo, rhyming memory or a word sort would provide students with additional practice in this area.
  - Provide 1:1 scaffolding and choices (eg. "Which word rhymes with cat: hat or bed") until students can successfully match rhyming words on their own.
  - Once students are able to identify two or more rhyming words, provide support by producing an additional word that rhymes. This can be done by using picture cues and matching (eg: file folder games, cut and paste activities).
  - Students can also listen to and engage with apps and songs that provide practice with rhyming words (eg: "Down by the Bay" and sPebble Go, EPIC).
- For students who struggle with identifying sight words, provide additional scaffolded daily exposures to the words and hands-on, multisensory activities to recognize the words (as in: Small group, Literacy centers).
    - Utilize sight word flashcards on a ring, and read through flashcards daily.
    - Pick one word at a time and teach sight word songs to assist with memorization. While singing the song, have students participate in building the letters with magnets or letter tiles.
    - Provide additional activities, such as writing the sight word in a sand tray, finding the hidden word (write with white crayon and have students color it over with a marker or darkly colored crayon), or rainbow writing the word.
- For students who struggle with identifying text direction and features in poems (as in: IRA 3, SR 4), additional modeling with tracking print and reading text may be beneficial.
    - Isolate a sentence from a poem that contains a text feature, and copy it onto a sentence strip. Have students follow with a pointer and provide scaffolded support with tracking the print. Ask the student to locate the text feature (eg: "Can you find the word that has all capital letters?").
    - This process can also be repeated for students who struggle to identify sentences with alliteration (as in: IRA 9) or onomatopoeia (as in SR 8). Before reteaching the concept, ensure that students have background knowledge with sound words. Provide picture cues and/or sound clips (which can be found on YouTube) to provide a reference for students in identifying onomatopoeia. After scaffolding support in reading the sentence, have students underline the beginning letter/sound of each word to find alliteration, or find the word that makes a noise (eg: "What word tells you the sound that a dog makes?").

	<ul style="list-style-type: none"> <li>- If students are still having difficulty tracking print, provide scaffolded support and begin by reading simple sentences written normally, with CVC and sight words printed onto sentence strips. Once students have mastered tracking print on the simple sentences, move onto sentences from the poem that have an odd shape or text direction. Project poems onto the whiteboard, or enlarge with a poster maker to make the sentences easier to read.</li> <li>• For students who struggle with applying comprehension strategies, such as visualizing, making connections and questioning (as in: ML 3, ML 4, ML 5), ensure that students have adequate background knowledge prior to completing the task.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Introduce necessary terms and concepts prior to teaching the lesson. This can be done using vocabulary picture cards.</li> <li>- If students continue to have difficulty, choose another poem that contains concepts that the students will be more familiar with (such as one of the school-related choices in the mentor text Shout! Little Poems that Roar) to teach the same skill.</li> <li>- If questioning continues to be an area of difficulty with poems containing familiar concepts, provide additional modeling and sentence stems (eg: "What is the poet trying to say about _____?") in addition to scaffolded support in generating questions.</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

<b>Interdisciplinary Connections</b>
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## **Indicators:**

### **Writing Standards:**

(W.SE.K.6): With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (As in: IRA 1, SR 2, IRA 7, SR 10, SR 12, ML 1, ML 4, ML 5) • *Through the use of Turn and Talks, readers orally dictate a response to reading. This skill is essential in the planning phase of composing opinion writing pieces.*

*RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).*

*RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). Not explicitly taught, covered in small groups.*

### **Speaking and Listening Standards:**

(SL.K.1): Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, SR 12)

(SL.K.2): Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. (As in: SR 8, SR 10, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

(SL.K.3): Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12)

(SL.K.6): Speak audibly and express thoughts, feelings, and ideas clearly. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

- *Readers will often turn to partners to develop a fluid recall of events and/or details of a text to clarify or construct understanding in response to reading.*

### **Language Standards:**

(L.K.1): Observe observations of grammar and usage when writing or speaking. (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

(L.K.2): Observe conventions of capitalization, punctuation, and spelling when writing. (As in: ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

(L.K.6): Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (As in: IRA 1, SR 2, IRA 3, SR 4, IRA 5, SR 6, IRA 7, SR 8, IRA 9, SR 10, IRA 11, SR 12, ML 1, ML 2, ML 3, ML 4, ML 5, ML 6)

- *Through text exposure, students will use authors as mentors to develop components of language necessary for speaking and writing.*

### **Science Standards:**

(K-LS1-1) Use observations to describe patterns of what plants and animals (including humans) need to survive. (As in: IRA 1, SR 4, IRA 7, SR 8, IRA 9, IRA 11, SR 12, ML 2, ML 4 )

(K-ESS2-1) Use and share observations of local weather conditions to describe patterns over time. (As in: ML 1)

- *Many of the poems in the mentor texts in this unit discuss humans and/or animals, and specific traits that they possess that enable them to survive. Some topics include: going to sleep, habits/processes of animals and humans, animal noises. Other poems in the mentor texts explore weather concepts*

**Integration of 21 Century Skills**

## Indicators:

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

- *As technology is an integral part of everyday communication, students will use an iPad to demonstrate understanding of a concept or skill that has been taught (i.e.using Seesaw to record findings during literacy centers).*

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

- *As students develop reading skills, it will enable them to hold conversations in regards to reading and serve as a component of communication for the future.*

9.3.12.AC-DES.2: Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *Through partner talk, small group instruction, whole group discussions and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *Students will be afforded many opportunities to develop and practice communication skills with peers and adults through partner talk, small group instruction, whole group discussions and one to one conferring.*
- *Using the Seesaw app provides an additional medium in which students can communicate ideas and demonstrate an understanding of concepts and skills. The app provides options to share work with teachers, parents and peers.*

9.3.12.ED-ADM.1: Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Reading Workshop is a researched based practice to support the learning of reading to a variety of students.*

9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-PS.1: Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *The use of small group instruction, strategy groups, differentiated literacy centers and Coached Independent Daily Reading as components of the Reading Workshop model affords the opportunity to differentiate instruction and utilize resources to support individual student needs.*

9.3.12.ED-PS.2: Implement methods to enhance learner success.

- *Teaching students where they are according to their individual levels and needs through the workshop model will enable success in all learners and at various levels.*

9.3.12.ED-PS.3: Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small*

*group basis.* 9.3.12.ED-TT.5: Establish a positive climate to promote learning.

- *Agreed-upon rules, routines and behaviors were put into place in the beginning of the year, and are continuously enforced throughout the school year, to ensure the success of all learners.*