Cliffside Park Public Schools

Literacy: Kindergarten

Unit Name: Launching Reader's Workshop
Resource: Reader's Workshop, Schoolwide
Duration: 4-6 weeks

Enduring Understanding

- Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.

Essential Questions

- How do students develop an understanding of themselves as readers?
- How do students learn to self-select appropriate texts?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
IRA 1 • I can learn what it means to be a part of a reading community that listens, shares, learns, and reads. IRA 2 • I can put letters together to read words. I can identify the difference between letters and	• Text and genre features/structures • Making Connections • Using schema • Print concepts • Speaking to communicate • Listening and	**Formative** • Assessment of Key Comprehension Strategies • My Reading Log and Reflection • Running Record • Where Are My	**Mentor Texts** • *Apples* • *Charlie & Lola: But Excuse Me That is My Book* • *Everyday's A Dog Day: A Year in Poems*

words. I can count the numbers of letters in a word and the number of words in a line.

IRA 3
- I can learn the expectations and routines for participating in a reading community.

IRA 4
- I can read words at the top of the page and move across the words from left to right.

IRA 5
- I can think about the books I enjoy reading and the location I like to read in.

IRA 6
- I can use the pictures to help me read the words and make meaning of a text.

IRA 7
- I can explore the different genres of books.

IRA 8
- I can identify and practice high-frequency words so I can read them easily.

IRA 9
- I can explore how books are read, how pictures tell a story, and how combinations of letters form words.

IRA 10
- I can identify punctuation during shared reading and understand why we use them.

IRA 11
- I can learn about the routines and rituals to share my thinking about reading.

IRA 12
- I can reread texts to gain fluency..

ML 1
- I can self-select just right books.

ML 2
- I can explore how to handle books safely.

ML 3
- I can learn how to follow agreed upon rules for discussions.

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responding
- Engaging in discussion
- Visualizing
- Monitoring and repairing comprehension
- Finding word meaning
- Making inferences
- Synthesizing
- Questioning
- Determining importance
- Responding to text in oral and written form

Students in the Reading Process
- Checklists: Letters and Words
- Checklist: Reading and Directionality
- Word Tile Activity
- Book Favorites
- Who Am I As a Reader?
- Conference Questions
- Concepts of Print
- Book Shopping
- Concepts About Print Checklist
- See **Student Forms** for additional assessment opportunities

Summative
- BAS (Spring)

Benchmarks
- BAS(Winter/Spring)

Alternative
- Having someone read to the student and chart oral responses.
- Word banks, sentence frames, oral responses and graphic organizers pertaining to the

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- *How Rocket Learned to Read*
- *We're Going on a Book Hunt*
- *Wild About Books*

Shared Texts
- *Catch the Moon*
- *The Itsy Bitsy Spider*
- *My Big Book*

Teacher Resources
- *Two Column Partnership Chart* (Digital)
- *Checklist:Letters and Words*

Student Forms
- *Word Tile Activity*
- *Book Favorites*
- *Who Am I As a Reader?*
- *Good Reader Award*

Digital Texts
- *RAZ Kids*
- *Storyworks*

Classroom Library Materials
- Leveled Libraries
- Reader's Binders
- Sticky Notes
- Chart Paper
- Book Baggies

ML 4
    ● I can use the images in a text to visualize and understand what is happening in a story.
ML 5
    ● I can recall what is happening in a text.
ML 6
    ● I can make recommendations about books I have read to my peers.
		Kindergarten Reading Fiction Unit
		    ● Observation
		    ● Anecdotal Notes
			● Graphic Organizers
			● Highlighters
			● Clip Boards
			● iPads
			● Pointer Index Cards
			● Chart Paper
			● Magnetic Letters
			● Popsicle Sticks
			● A Bin with a Variety of Books to Display
			
			Word Study, Spelling, and Handwriting
			    ● Wilson Fundations

NJ Student Learning Standards (2016)

Reading Standards for Literature
Key Ideas and Details
RL.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure
RL.K.4: Ask and answer questions about unknown words in a text.
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).
RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas
RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.
RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity
RL.K.10: Actively engage in group reading activities with purpose and understanding

Reading Standards for Informational Texts
Key Ideas and Details
RI.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

Craft and Structure
RI.K.5: Identify the front cover, back cover, and title page of a book.
Range of Reading and Levels of Text Complexity
RI.K.10: Actively engage in group reading activities with purpose and understanding.

Speaking and Listening
Comprehension and Collaboration
SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
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.
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly

Language Standards
Conventions
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Usage
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills
Print Concepts
RF.K.1: Demonstrate understanding of the organization and basic features of print.
Phonological Awareness
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition
RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding and encoding words
RF.K.4: Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

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

NJSLS Technology Standards
8.1.2.A.2 Create a document using a word processing application.
8.1.2.D.1 Develop and understanding of ownership of print and nonprint information.

Interdisciplinary Connections and Activities

- Students create an illustration of themselves reading in the classroom. 1.1.2.D.1

21st Century Life and Careers
9.2 Career Awareness, Exploration, and Preparation
- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies *(Alternate Modes of Instruction and Support)*		
Modifications to Support Gifted and Talented Students	**Modifications to Support English Language Learners**	**Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)**
Higher level texts such as Level D and up that address the same enduring understanding of the Launching Unit of Study. Students browse books from bins and to think about and predict the content of the book based on characters or topic illustrations they see on the cover. Write out the sentences from the song, *Itsy Bitsy Spider* on sentence strips and cut the words apart to create word tiles. Have student(s) work to place the words in order into a pocket chart to create each sentence. You may also use the Appendix "Word Tile Activity" for a similar exercise.	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students. Students use illustrations in lieu of written responses to share their ideas. Students reread their guided reading text (a number of times) in order to practice and apply newly learned strategies. Point out vocabulary in illustrations.	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Kindergarten Launching Reading Unit of Study. Text to speech/Oral reading Allow for Student Choice: Students should be permitted to demonstrate understanding of the Kindergarten Launching Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,

Have students read additional poems I you have available in your classroom. Give students with more stamina the time to read independently. Have students read to a partner or student having difficulty.	Access to word/picture banks to reference in tasks that require writing in the Launching unit of study **Native Language Supports** (peer, online assistive technology, translation device, bilingual dictionary) Model Bookshopping with students. *Also modifications for students with IEPs, 504s and At-Risk learners.	Access to word/picture banks to reference in tasks that require reading in the Kindergarten Reading Launching unit of study. Provide wait time to allow students to process orally presented information and questions relating to the Kindergarten Launching Reading Unit of Study Allow extra time to complete independent practice tasks or accept work that has been completed at that time. **Supply Students with Anchor Charts:** Tape or staple into student notebooks for easy reference. *Good Readers Listen, Share and Read, Paying Attention to Words and Spaces, Features of Fiction and Nonfiction, High Frequency Words, How We Learn to Read, What's That Mark?, We Can Talk About Books, Read it Again, Choosing a Book, Reading Workshop Problems and Solutions, Lights, Camera, Action!, Connecting Words, Buzz About a Book,* *Also See ELL Modifications

Sources:
New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/k.pdf
New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.pdf
Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf
Schoolwide Inc. (2013) http://www.schoolwide.com/
Wilson Fundations (2015) http://www.wilsonlanguage.com