



BOE Approved 8/18

# Cliffside Park Public Schools

## Literacy: Kindergarten

**Unit Name:** Poetry Reader's Workshop

**Resource:** Reader's Workshop, Schoolwide

**Duration:** 4-6 weeks

### Enduring Understanding

- Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language.

### Essential Questions

- What do readers use to interpret the structural elements of poems?
- How do readers use their senses to create mental images to better understand poems?

### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<b>IRA 1</b> <ul style="list-style-type: none"> <li>• I can explore and discover poetry.</li> </ul> <b>IRA 2</b>	<ul style="list-style-type: none"> <li>• Recognizing text and genre</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Assessment of Key Comprehension</li> </ul>	<b>Mentor Texts</b> <ul style="list-style-type: none"> <li>• <i>Dirt on My Shirt</i></li> <li>• <i>Name That Puppy</i></li> </ul>

<ul style="list-style-type: none"> <li>• I can use background knowledge to predict what the poem will be about.</li> </ul> <p><b>IRA 3</b></p> <ul style="list-style-type: none"> <li>• I can explore the genre of poetry by paying attention to the structure, look, and sound of the writing.</li> </ul> <p><b>IRA 4</b></p> <ul style="list-style-type: none"> <li>• I can understand and use features of poetry to help me read a poem the way the poet intended.</li> </ul> <p><b>IRA 5</b></p> <ul style="list-style-type: none"> <li>• I can recognize that poets use rhyme to create rhythm in their poems.</li> </ul> <p><b>IRA 6</b></p> <ul style="list-style-type: none"> <li>• I can hear and identify rhyming words in a poem.</li> </ul> <p><b>IRA 7</b></p> <ul style="list-style-type: none"> <li>• I can recognize onomatopoeia and repetition to help understand the poem.</li> </ul> <p><b>IRA 8</b></p> <ul style="list-style-type: none"> <li>• I can look and listen for onomatopoeia and repetition in poetry to help me read with expression and volume.</li> </ul> <p><b>IRA 9</b></p> <ul style="list-style-type: none"> <li>• I can identify alliteration in poems.</li> </ul> <p><b>IRA 10</b></p> <ul style="list-style-type: none"> <li>• I can read and discuss lullabies.</li> </ul> <p><b>IRA 11</b></p> <ul style="list-style-type: none"> <li>• I can use mental pictures to understand the meaning of poems.</li> </ul> <p><b>IRA 12</b></p> <ul style="list-style-type: none"> <li>• I can use background knowledge and words from the poems to create mental images as I read.</li> </ul> <p><b>ML 1</b></p> <ul style="list-style-type: none"> <li>• I can think about the word choices poets</li> </ul>	<p>features/structures</p> <ul style="list-style-type: none"> <li>• Using schema</li> <li>• Print concepts</li> <li>• Speaking to Communicate</li> <li>• Listening and Responding</li> <li>• Engaging in Discussion</li> <li>• Visualizing</li> <li>• Comprehension</li> <li>• Finding word meaning</li> <li>• Making inferences</li> <li>• Synthesizing</li> <li>• Questioning</li> <li>• Determining importance</li> <li>• Responding to text in oral and written form</li> </ul>	<p>Strategies</p> <ul style="list-style-type: none"> <li>• My Reading Log and Reflection K-2</li> <li>• Running Record</li> <li>• Grade K Poetry Reading Assessment - "Fireflies"</li> <li>• Grade K Poetry Reading Assessment - "Spring Says"</li> <li>• Concepts of Print</li> <li>• Conference Questions</li> <li>• See <b>Student Forms</b> for additional assessment opportunities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Poetry Celebration</li> <li>• BAS (Spring)</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• BAS (Winter)</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Provide reader and/or oral response to assessments.</li> <li>• Word banks, sentence frames, oral responses and graphic organizers pertaining to the Kindergarten</li> </ul>	<p><i>Poems from A-Z</i></p> <ul style="list-style-type: none"> <li>• <i>Read Aloud Rhymes for the Very Young</i></li> <li>• <i>Shout!: Little Poems that Roar</i></li> <li>• <i>Stick is an Excellent Thing: Poems Celebrating Outdoor Play</i></li> </ul> <p><b>Share Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Catch the Moon</i></li> <li>• <i>The Itsy Bitsy Spider</i></li> <li>• <i>My Big Book</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>• <i>Stop and Sketch Assessment: What Do You...</i></li> <li>• <i>Words That Leap</i></li> </ul> <p><b>Additional Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Night Sounds</i> (p. 71) from <i>Switching on the Moon: A Very First Book of Bedtime Poems</i></li> <li>• <i>Hide-and-Seek Shadow</i> (p. 25) from <i>Read-Aloud Rhymes for the Very Young</i></li> <li>• <i>Jump!</i> and <i>Sprinkler</i> from <i>A Stick Is an Excellent Thing: Poems Celebrating</i></li> </ul>
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<p>include to make their poem extraordinary.</p> <p><b>ML 2</b></p> <ul style="list-style-type: none"> <li>• I can different strategies to help me figure out the meaning of unfamiliar words.</li> </ul> <p><b>ML 3</b></p> <ul style="list-style-type: none"> <li>• I can review the devices that poets use in order to better understand poems.</li> </ul> <p><b>ML 4</b></p> <ul style="list-style-type: none"> <li>• I can use background knowledge to make connections as I read poetry.</li> </ul> <p><b>ML 5</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate an understanding of writer's central messages and common themes when reading poetry.</li> </ul> <p><b>ML 6</b></p> <ul style="list-style-type: none"> <li>• I can act out poetry to better understand the poems that I read.</li> </ul>		<p>Poetry Unit of Study</p> <ul style="list-style-type: none"> <li>• Observational Anecdotal Notes</li> </ul>	<p><i>Outdoor Play</i></p> <ul style="list-style-type: none"> <li>• <i>Our Classroom Zoo from Shout! Little Poems that Roar</i></li> <li>• <i>Yo Yo from Name That Dog! Puppy Poems From A to Z</i></li> <li>• <i>Big Fat Hen from Shout! Little Poems that Roar</i></li> <li>• <i>Five Little Monsters (p. 50) from Read-Aloud Rhymes for the Very Young</i></li> <li>• <i>Rock-a-bye, Baby (p. 58) and The Mouse's Lullaby (p. 44) from Switching on the Moon: A Very First Book of Bedtime Poems</i></li> <li>• <i>The Star (p. 71) from Read-Aloud Rhymes for the Very Young</i></li> <li>• <i>Kids Rule! from Shout! Little Poems that Roar</i></li> <li>• <i>"Houdini" from Name That Dog! Puppy Poems From A to Z</i></li> <li>• <i>Ten to One (p. 37) and The Frog on the Log (p. 21) from Read-Aloud Rhymes for the Very Young</i></li> </ul>
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- *Hide-and-Seek and Jump Rope* from *A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play*
- *Kids Rule!* from *Shout! Little Poems that Roar*
- *Ump* from *Name That Dog! Puppy Poems From A to Z*
- *My Bed* (p. 30) from *Switching on the Moon: A Very First Book of Bedtime Poems*
- *Little Dipper* from *Shout! Little Poems that Roar*
- *Alphabet Boogie and Shout* from *Shout! Little Poems that Roar*
- *Mix a Pancake* (p. 50) from *Read-Aloud Rhymes for the Very Young*

**Digital Texts**

- *RAZ Kids*
- *Storyworks*

**Classroom Library Materials**

- *Leveled Libraries*
- *Reader's*

			<ul style="list-style-type: none"> <li>• Notebooks/Binders</li> <li>• Post-its</li> <li>• Book Baggies</li> <li>• Graphic Organizers</li> <li>• Highlighter or Highlighter Tape</li> <li>• Clip Boards</li> <li>• Chart Paper</li> <li>• Variety of poetry books</li> <li>• iPads/</li> <li>• Chromebooks</li> </ul> <p><b>Word Study, Spelling, and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Wilson Foundations</li> </ul>
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**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).

**Craft and Structure**

**RL.K.5:** Recognize common types of texts (e.g., storybooks, poems).

**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.

**Range of Reading and Level of Text Complexity**

**RL.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.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

**Language Standards****Conventions**

**L.K.1:** Observe conventions of grammar and usage when writing or speaking.

**L.K.2:** Observe conventions of 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.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.

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

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

**NJSLS Technology Standards**

**8.1.2.A.2** Create a document using a word processing application.

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

**Interdisciplinary Connections and Activities**

- Have students perform poems in class using instruments (if available), dance, and song to extend their exposure to the genre of poetry.  
1.1.2.B.2, CRP6
- Work with the school's music teacher to identify songs or poems containing alliteration that can be performed in class. 1.1.2.B.3, CRP6

**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.
- **CRP6.** Demonstrate creativity and innovation.

**Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies**  
*(Alternate Modes of Instruction and Support)*

<p align="center"><b>Modifications to Support Gifted and Talented Students</b></p>	<p align="center"><b>Modifications to Support English Language Learners</b></p>	<p align="center"><b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b></p>
<p>Higher level texts such as Level D and up that address the same enduring understanding of the Poetry Unit of Study.</p> <p>Students find and put poems together to create their own collections of poems that are thematically linked.</p> <p>Students apply the same strategies for making predictions before independently reading their higher level books.</p> <p>If students are reading instructional texts at level D and above, choose texts with a variety of punctuation marks and coach students on inflection.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Students reread their guided reading text (a number of times) in order to practice and apply newly learned strategies.</p> <p>Point out vocabulary in illustrations.</p> <p>Access to word/picture banks to reference in tasks that require writing in the Poetry unit of study</p> <p><b>Native Language Supports</b> (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Graphic organizers done orally with the students, or have partly filled in for better of understanding of expectations.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Kindergarten Poetry Reading Unit of Study.</p> <p>Text to speech/Oral reading</p> <p>Have students create an illustration from the read-aloud poems.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Kindergarten Poetry Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,</p> <p>Access to word/picture banks to reference in tasks that require reading in the Poetry unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Kindergarten Poetry Unit of Study, Visualizing: Making a Mental Movie</p>

	<p>*Also See At Risk/504 Modifications</p>	<p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p><b>Supply Students with Anchor Charts:</b> Tape or staple into student notebooks for easy reference.  <i>What Do Readers Do When Getting Ready to Read Poetry, What We Notice About Poetry, All About Alliteration, How Readers Figure Out Unfamiliar Words, How We Change Our Voices, Discovering Meaningful Messages</i></p> <p>*Also See ELL Modifications</p>
<p><b>Sources:</b>  New Jersey Student Learning Standards (2016) <a href="http://www.state.nj.us/education/cccs/2016/ela/k.pdf">http://www.state.nj.us/education/cccs/2016/ela/k.pdf</a>  New Jersey Student Learning Standards: Technology (2014) <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a>  Career Ready Practices (2014) <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a>  Schoolwide Inc. (2013) <a href="http://www.schoolwide.com/">http://www.schoolwide.com/</a>  Wilson Foundations (2015) <a href="http://www.wilsonlanguage.com">http://www.wilsonlanguage.com</a></p>		