Cliffside Park Public Schools

Literacy: Kindergarten

Unit Name: Nonfiction Reader's Workshop

Resource: Reader's Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- Readers get to know that nonfiction texts encompass reference, literary and biography texts, and provide facts and information that sparks curiosity and opens students' eyes to new worlds and different points of view.

Essential Questions

- What do readers use to recognize the structures and features of nonfiction texts?
- How do readers apply self-monitoring skills and strategies to determine the meaning of important vocabulary?

Focus of Standards			
Student Outcomes	**Skills**	**Assessments**	**Resources**
IRA 1 ● I can examine nonfiction and discover why we read nonfiction. IRA 2 ● I can develop questions about topics I learn while reading nonfiction. IRA 3 ● I can use text features to understand and locate important information about a topic. IRA 4 ● I can discover how details in pictures can give me more information about the text. IRA 5 ● I can explore biographies in order to learn important events, dates, and information about a person's life. IRA 6 ● I can ask questions to help me understand the text. IRA 7 ● I can use fix-up strategies to help me figure out and understand unfamiliar words. IRA 8 ● I can identify and share important details of a nonfiction text. ML 1 ● I can use my background knowledge in order to recall what I already know and make predictions about what I will read. ML 2 ● I can use my background knowledge to make connections as I read nonfiction texts. ML 3 ● I can create visual images in my mind to help me better understand the topics as I read.	● Text and genre features/structures ● Making Connections ● Using schema ● Print concepts ● Speaking to communicate ● Listening and responding ● Engaging in discussion ● Visualizing ● Self-Monitoring ● Self-Correcting ● Making inferences ● Synthesizing ● Questioning ● Determining importance ● Responding to text in oral and written form ● Word Solving	**Formative** ● Assessment of Key Comprehension Strategies ● My Reading Log and Reflection ● Running Record ● Where Are My Students in the Reading Process? ● Book shopping ● Grade K: Nonfiction Reading Assessment: Endangered Animals ● Grade K: Nonfiction Reading Assessment: Friends Are Fun ● Conference Questions **Summative** ● Where Are My Students in the Reading Process ● BAS (Winter, Spring, or as needed) ● Concepts of Print **Benchmarks** ● BAS (Winter, Spring)	***Mentor Texts*** ● *Healthy Habits* ● *How Bees Make Honey* ● *I See a Kookaburra!: Discovering Animal Habits Around the World* ● *Me… Jane* ● *Soccer* ● *What We Wear: Dressing Up Around the World* **Share Texts** ● *Catch the Moon* ● *The Itsy Bitsy Spider* ● *My Big Book* **Digital Texts** ● *RAZ Kids* ● *Storyworks* **Student Forms** ● *Dream Big* ● *Discovering New Words* ● *Feature Hunt* ● *Hunting for More information* **Classroom Library Materials**

ML 4 • I can use my background knowledge in order to recall what I already know about a topic and then share new facts I have learned. **ML 5** • I can change my thinking as I read nonfiction to clear up any confusion. **ML 6** • I can figure out the meaning of content vocabulary words by using text features. **ML 7** • I can use text features to help me locate important information in nonfiction books. **ML 8** • I can use additional information found in nonfiction books to better understand the topics. **ML 9** • I can use fun facts to help me better understand the different nonfiction topics. **ML 10** • I can explore literary nonfiction and understand that I can learn facts while also being entertained as I read.		• Running Records . **Alternative** • Have someone read to the student and chart oral responses on assessments • Word banks, sentence frames, oral responses and graphic organizers pertaining to the Grade K Nonfiction Unit of Study. • Use of Schoolwide levels above or below to accommodate student needs. • Observation • Anecdotal Notes	• Leveled Libraries • Student Reader's Folders or Notebooks • Sticky Notes • Book Baggies • Graphic Organizers • Highlighters • Clip Boards • iPads • Chart Paper • 4x4 Squares of Paper **Word Study, Spelling, and Handwriting** • Wilson Fundations

NJ Student Learning Standards (2016)

Reading Standards for Informational Text
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.
Integration of Knowledge and Ideas
RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.
Range of Reading and Level of Text Complexity

RI.K.10: Actively engage in group reading activities with purpose and understanding.
Comprehension and Collaboration

Speaking and Listening
SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
Conventions

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

Foundational Skills
Phonics and Word Recognition
RF.K.4: Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

Writing
Text Types and Purposes
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Research to Build and Present Knowledge
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.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Connections and Activities
- Students learn more about healthy habits by exploring other nonfiction books. Health 2.1.2.A.1 & 2.1.2.C.1
- Students read leveled biographies at their independent reading levels. Social Studies 6.1.4.D.20

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)*		
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 C and up that address the same enduring understanding of the Nonfiction Unit of Study. Students read just-right, leveled nonfiction books independently at a level above. Students reflect on their use of fix-up strategies and then write about the one strategy that helps them the most and write about more than one strategy. Students illustrate a representation of new information that they have learned about topics they have read about.	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. Point out vocabulary in illustrations. Access to word/picture banks to reference in tasks that require writing in the How Writer's Work unit of study	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Pre-teach Tier 2 and Tier 3 vocabulary. By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Kindergarten Nonfiction Reading Unit of Study. Text to speech/Oral reading **Supply Students with Graphic Organizers:** Use Kindergarten graphic organizers from the Nonfiction Reading Unit of Study with some of the

With supervision use a given web site found in the back of *Healthy Habits* to discover additional ways readers can learn information related to topics they read about.

Students read to a reading buddy within the class.

Use the book An Animal Community to assess students' responses to the following questions:

- Why does Bobbie Kalman call these "communities"?
- Where do prairie dogs live?
- What family do prairie dogs belong to?
- Prairie dog communities are also called what?

Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)

Give students the Considerations for Publishing Anchor Chart to emphasize lesson intent

Utilize the *Guided Practice Picture Walk*

Utilize the adapted version of *Revise and Take Another Loo*k Checklist.

*Also See modifications for students with IEPS, 504s and At-Risk Learners

information partially completed by the teacher, i.e. *Thinking About Nonfiction, Ways That Nonfiction Books Teach* in order for the student to have the comprehension support they need while reading.

Display the words "community," "tunnel," "prairie," and "rodent" to determine students' knowledge of word meaning and strategy use.

Allow for Student Choice: Students should be permitted to demonstrate understanding of the Kindergarten Nonfiction Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

Access to word/picture banks to reference in tasks that require reading in the How Writer's Work unit of study

Provide wait time to allow students to process orally presented information and questions relating to the Kindergarten Nonfiction 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:
Provide writing anchors charts such as *Ways That Nonfiction Books Teach, Get the Picture?, What is a Biography?, Wonder and Think, Don't Let a New World Got Away, How to Discover the Big Idea, Before I Read Nonfiction, Making Connections*, etc, to represent the teaching points and ideas. Tape or staple into student notebooks for easy reference.

*Also See ELL Modifications

Sources
New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/g01.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