



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Kindergarten

<p>Unit Name: Fiction Reader's Workshop</p> <p>Resource: Reader's Workshop, Schoolwide</p> <p>Duration: 4-6 weeks</p>			
<p>Enduring Understanding</p> <ul style="list-style-type: none"> Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres and aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination or explain aspects of life, culture or nature. 			
<p>Essential Question</p> <ul style="list-style-type: none"> What do readers use in order to recognize different types and structures of fiction? 			
Focus of Standards			
<p>Student Outcomes</p> <p>IRA 1</p> <ul style="list-style-type: none"> I can distinguish the difference between realistic fiction and fantasy by noticing the details in the story. 	<p>Skills</p> <ul style="list-style-type: none"> Text and genre features/structures Using schema Print concepts Speaking to 	<p>Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Assessment of Key Comprehension Strategies My Reading Log 	<p>Resources</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> <i>A Balloon for Isabel</i> <i>Could Be Worse</i> <i>Goldilocks and the Three Bears</i>

<p>IRA 2</p> <ul style="list-style-type: none"> • I can recall and retell a traditional tale using story elements. <p>IRA 3</p> <ul style="list-style-type: none"> • I can reread a text to better understand what happened in the story. <p>IRA 4</p> <ul style="list-style-type: none"> • I can identify the characters in a traditional tale as well as the problem and resolutions. <p>IRA 5</p> <ul style="list-style-type: none"> • I can compare and contrast two stories that are alike. <p>IRA 6</p> <ul style="list-style-type: none"> • I can infer characters' feelings and traits by using the pictures and the text. <p>IRA 7</p> <ul style="list-style-type: none"> • I can identify the theme or the lesson learned at the end of the story. <p>IRA 8</p> <ul style="list-style-type: none"> • I can describe key details in the illustrations and tell a realistic story from beginning to end. <p>ML 1</p> <ul style="list-style-type: none"> • I can make predictions based on my background knowledge and evidence from the text. <p>ML 2</p> <ul style="list-style-type: none"> • I can recognize how a repeating phrase or pattern can help me predict the events of a story. <p>ML 3</p> <ul style="list-style-type: none"> • I can make personal connections that help me better understand the fiction texts we read. <p>ML 4</p>	<p>communicate</p> <ul style="list-style-type: none"> • Listening and 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 	<p>and Reflection</p> <ul style="list-style-type: none"> • Running Record • Where Are My Students in the Reading Process? • Conference Notes • Fiction Grade K Student Performance Checklist • Grade K Nonfiction Reading Assessment – Endangered Animals • Grade K Nonfiction Reading Assessment – Friends Are Fun • Concepts of Print • See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> • Where Are My Students in the Reading Process • BAS (Winter, Spring, or as needed) • Concepts of Print <p>Benchmarks</p> <ul style="list-style-type: none"> • BAS (Winter, Spring) 	<ul style="list-style-type: none"> • <i>I Broke My Trunk!</i> • <i>The Three Billy Goats Gruff</i> • <i>Wave</i> <p>Shared Texts</p> <ul style="list-style-type: none"> • <i>Catch the Moon</i> • <i>The Itsy Bitsy Spider</i> • <i>My Big Book</i> <p>Digital Texts</p> <ul style="list-style-type: none"> • <i>RAZ Kids</i> • <i>Storyworks</i> <p>Teacher Resource</p> <ul style="list-style-type: none"> • <i>Retelling a Story (Teacher Reference)</i> <p>Student Forms</p> <ul style="list-style-type: none"> • <i>Sequencing Activity</i> • <i>Making Good Predictions</i> • <i>Making Connections</i> • <i>Story Map: Camping at Grandma's</i> • <i>Blank Story Map</i> • <i>Retell Checklist</i> • <i>The Kindergarten Times Book Review</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled Libraries • Reader's Binders
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<ul style="list-style-type: none"> • I can ask questions about key details to help me clarify what I read. <p>ML 5</p> <ul style="list-style-type: none"> • I can read fluently and with expression by noticing the story's mood, end punctuation, and other text signals. <p>ML 6</p> <ul style="list-style-type: none"> • I can infer and talk about character traits by using evidence from the text. <p>ML 7</p> <ul style="list-style-type: none"> • I can infer character's' thoughts by studying the illustrations and making connections. <p>ML 8</p> <ul style="list-style-type: none"> • I can identify key points in a fictional text so that i can remember the important details of a story. <p>ML 9</p> <ul style="list-style-type: none"> • I can identify key points and retell a story. <p>ML 10</p> <ul style="list-style-type: none"> • I can use readers theater and writing to celebrate my favorite books. 		<p>Alternative</p> <ul style="list-style-type: none"> • Provide reader and/or oral response to assessments. • Word banks, sentence frames, oral responses and graphic organizers pertaining to the Kindergarten Reading Fiction Unit • Anecdotal and/or Observation notes 	<ul style="list-style-type: none"> • Post its • Book Baggies • Graphic Organizers • Highlighters • Clip Boards • Chromebooks • iPads • Sticky Notes • Chart Paper • Craft Sticks • Card Stock • Students' Reading Notebooks <p>Additional Materials</p> <ul style="list-style-type: none"> • See the Appendix "Say It! Think It!" to make speech and thought bubble props for yourself and for students before the <i>Step Inside the Character's Shoes</i> lesson. <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> • Wilson Foundations
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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).

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: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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.

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

Language Standards

Vocabulary Acquisition and Usage

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).

A. Recognize and produce rhyming words

Phonics and Word Recognition

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

Writing Standards

Text Types and Purposes

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

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

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

- Discuss patterns in books and other meanings of patterns; Have students explore math patterns using Lego Blocks or other classroom materials. Math.K.G.A.1, CRP4
- Using the Generating Ideas lesson “Write to a Friend” from the FUNctional Writing unit read and discuss letters from the mentor text *The Jolly Postman* to show how characters such as Goldilocks express their feelings. This text provides a great connection to *Goldilocks and the Three Bears* from this unit. After reading the book and the letters, your students can consider how Goldilocks might feel and what she might think and say. Health 2.2.2.C.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.**
- **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)
<p>Higher level texts such as Level D and up that address the same enduring understanding of the Fiction Unit of Study.</p> <p>Students read familiar fiction books independently and then ask them to retell the events of the books using their fingers and saying the words "first," "next," "then," "after that," and "last."</p>	<p>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.</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</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 Nonfiction Reading Unit of Study.</p> <p>Text to speech/Oral reading</p>

<p>The recommended books are listed for independent reading practice.</p> <ul style="list-style-type: none"> ● <i>Mother Goose Guessing</i>, Level D ● <i>Huff and Puff</i>, Level I ● <i>Knock, Knock!</i>, Level I ● <i>Fairy Tale Rock</i>, Level I <p>Have students reread the fiction books. Ask students to study the illustrations for clues about the events taking place and the characters' feelings, motivations, and behaviors. They may do this with a reading partner as well.</p> <p>Recommended books are listed for independent reading practice.</p> <ul style="list-style-type: none"> ● <i>Little Red Hen Makes Soup</i>, Level C ● <i>The Little Cookie Girl</i>, Level D ● <i>Who Will Help?</i>, Level D <p>Students reading at Level C and above, provide fictional stories that include story elements for students to notice and think about as they look at the pictures and read the words. Your students can also reread familiar stories and/or wordless storybooks during independent reading to practice the skills taught in this lesson. The following books are suggested:</p> <ul style="list-style-type: none"> ● <i>Who Will Help?</i>, Level D ● <i>The Birthday Surprise</i>, Level D 	<p>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 Fiction unit of study</p> <p>Native Language Supports (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>Utilize the adapted version of <i>Revise and Take Another Look</i> Checklist.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Supply Students with Graphic Organizers: Partially complete/model for student understanding and when needed. i.e. <i>Retelling a Story, Retelling a Story; Adding Inferences, Venn Diagram: Compare and Contrast</i></p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Kindergarten Fiction 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 Fiction unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Kindergarten Fiction Reading Unit of Study</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts: Tape or staple charts into student notebooks for easy reference. <i>Real or Fantasy, Compare and Contrast Two Tales, Feelings, How Does the Character Feel?, Storytelling Words That Show a Sequence of Events, Text Signals, Characters Inside and Out, Say It! Think It!, Story Map: A balloon for Isabel, Retelling a Story,</i></p> <p>*Also See ELL Modifications</p>
<p>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 Foundations (2015) http://www.wilsonlanguage.com</p>		

