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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 1 Launching Reading Workshop | | | | |
| **Grade Level:**Kindergarten | | | | |
| **Duration:**Trimester 1 | | | | |
| **Description:**  In this unit, students will be introduced to the reading workshop and become a community of readers. Students will learn the routines and habits of reading workshop, as well as develop strategies to take care of books. Students will begin to read both independently and with reading partners. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Routines * Book handling * Accountable talk * Preview books * Reading with stamina * Concepts of print * Independent reading * Partner reading * Reread   **Understandings:**   * Readers will learn the routines and habits of Reading Workshop. * Readers will become a community of readers. * Readers will develop strategies to talk about books. * Readers will read with increasing stamina. * Readers will read both independently and with reading partners. * Readers will learn book handling skills. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * 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.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.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). * RL.K.10. Actively engage in group reading activities with purpose and understanding. * RI.K.5. Identify the front cover, back cover, and title page of a book. * 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.10. Actively engage in group reading activities with purpose and understanding. * RF.K.1. Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page.   2. Recognize that spoken words are represented in written language by specific sequences of letters.   3. Understand that words are separated by spaces in print.   4. Recognize and name all upper- and lowercase letters of the alphabet. * RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.   A. Read emergent-readers with purpose and understanding.  B. Read grade level text for purpose and understanding.   * 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. * 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. | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. * 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.   *Social Studies:*   * 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.   *Career Readiness Practices*   * Act as a responsible and contributing citizen and employee * Consider the environmental, social and economic impacts of decisions * Demonstrate creativity and innovation * Model integrity, ethical leadership, and effective management * Plan education and career paths aligned to personal goals   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Computing Systems**   * 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally   **Life Literacies and Key Skills: Technology Literacy**        • 9.4.2.TL.2: Create a document using a word processing application.  **Life Literacies and Key Skills: Global and Cultural Awareness**   * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives | | |
| **Essential Questions** | | | | |
| * What is reading workshop? * What does Reading workshop look like and sound like? * How do readers read independently? * How do readers read with reading partners? * How do readers take care of books? * How do you reread to learn more? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Follow the routines and habits of reading workshop * Develop strategies to talk about books * Read independently and with reading partners * Learn how to take care of books * Learn to reread | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **What is reading workshop?** * Explain that reading workshop is a time to become a community of readers. It is the time for teachers to teach strategies to become independent readers and students to read. * **Readers become a community of readers by thinking about favorite books and characters.**   + Share favorite stories and characters. * **Readers become a community of readers by talking about their home reading lives.**   + Discuss who they read with and where at home. * **Readers think about things they already know how to read.** * Explore environmental print around the school looking for signs they already know how to read (no smoking signs, handicap signs, etc.).) * **Readers come to the carpet for mini lessons.**   + Explain to the students that we come to the carpet first for a mini lesson (the time when our teacher teaches us something about reading).   + Establish a routine for coming to the carpet for reading workshop.   + Sing the gathering song (We are Readers, pg. 2). * **Readers learn the procedures of mini lessons.**   + Explain that teachers teach and readers listen during mini lessons. * **Readers learn to turn and talk**. * Model with a partnership how readers turn and talk by sitting knee to knee, making eye contact, and taking turns talking. * **Readers read at their tables from table baskets / bins.**   + Demonstrate how readers go back to their tables to read from a table basket of high interest books. * **Readers choose books all by themselves.**   + Model how to choose a book from the book bins by looking at the covers to find one they are interested in, and pass the bin along to the next person. * **Readers learn to read independently and build stamina.**   + Establish rules for independent reading time. * **Readers keep reading during reading time.**    + Model how to return a book to the bin and choose another book of interest when they are done with a book. * **Readers learn how to take care of books.**   + Model the correct way to hold a book and how to turn pages carefully from the front to the back of a book. * **Readers think about how a book goes.**   + Model concepts of print (front of book, back of book, place for pictures, and place for words). * **Readers learn that there are two different types of books.** * Introduce “learn about the world books.” (We are Readers, pg.7) * **Readers learn what partner reading looks like.** * Model with a student how partners sit side by side, with a book in the middle. (We are Readers, pg. 13) * **Readers learn routines for partner reading.** * Establish a routine for moving from independent time to partner reading. * Read with partner next to you. * Read with a partner on the carpet, sitting side by side with one book between them. * **Readers learn to see saw read and take turns going first.** * Demonstrate how to see saw read, reading every other page with a student partner (We are Readers, pg. 14). * **Readers use the cover of a book to establish what they will learn about.** * Model how readers look at the book cover to encourage students to understand what they will learn about in the book. * **Readers use pictures to tell the story.** * Model a book walk, touching and talking about each picture. * **Readers add a pinch of themselves to a book.** * Model your thinking about certain pages aloud (We are Readers, pg. 36-41) * **Readers find WOW pages in their books.** * Model finding your favorite page in a book and talking about it with your reading partner. * **Readers reread a page to learn more.** * Demonstrate reading what it looks like to reread a page, saying what you already know, and trying to see information you missed. (We are Readers, pg.25) * **Readers reread a book by putting all the pages together** * Demonstrate rereading several pages, using the transition “and then” to link together your reading across pages. (We are Readers, pg.30) * **Readers learn from pictures and words.** * Explain how you can study the words in a book, as children earlier studied environmental print, using the pictures to figure out what the words might say. (We are Readers, pg. 42) * **Readers sound like teachers when they read “Learn about the World Books”** * Demonstrate what it sounds like to read a nonfiction book using an authoritative voice (We are Readers, pg. 49) * **Readers celebrate all they have learned about reading workshop.**   ***Strategies for Differentiated Instruction:***  ***English Language Learners (ELL):***   * Add pictures to class charts to help students with meaning. * Pre-teach any new vocabulary and use picture cards if possible. * Conduct small groups to engage students in conversation and read alouds.   ***Special Education:***   * Review previously learned skills prior to introducing new skills. * Differentiate the lesson by process, product, or content, depending on the students’ needs. * Conduct smaller groups for concentrated instruction on targeted skills.   ***At-risk:***   * Pre-teach skills to students in small groups to introduce new reading skills before the whole class lessons. * Provide an alphabet chart to help students with letters and sounds. * Create class charts with pictures and reminders of what to do during reading workshop.   ***Gifted and Talented (G & T):***   * Provide students the opportunity to acquire higher-level reading skills in a small group. * Have student share their book with a reading buddy and retell what they read or discuss what they have learned. | | | | |
| **Materials** | | | | |
| **Materials:**   * We Are Readers * Table bins of high interest mixed level books * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Raz Kids / Storia * CD Player for audio books   **Suggested Mentor Texts:**   * The Beetle Alphabet Book by Jerry Pallotta * Mrs. Wishy Washy by Joy Cowley * The Carrot Seed by Ruth Krauss * How to Read a Story by Kate Messner * All are Welcome by Alexandra Penfold (Diversity) | | | | |
| **Assessments** | | | | |
| Formative   * Skills checklists * Rubrics * Teacher observations * Teacher created tests * District created assessments   Summative   * Teacher’s College Concepts of print assessment * Teacher’s College Letter /sound identification assessment * Teacher’s College High-frequency Word Assessment * Teacher’s College Independent Reading Level Assessment (as needed) | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Modeling   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Provide students with pictures from the story and have them put the pictures in the correct order   + Raz Kids / Storia | **Special Education**   * Word walls * Anchor charts with pictures * Leveled readers * Extended time * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures * Provide students with pictures from the story and have them put the pictures in the correct order * Raz Kids/ Storia * Partner reading | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures. * Provide students with pictures from the story and have them put the pictures in the correct sequence | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended reading time |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |