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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 2 Emergent Reading |
| **Grade Level:**Kindergarten |
| **Duration:**Trimester 1  |
| **Description:**This unit provides students with a foundation of how stories work. Students will learn how to turn old favorite storybooks that have been read to them into stories they can read on their own. During reading workshop, students will reread their favorite emergent storybooks independently, and learn ways to read and discuss them with reading partners. The students will learn how to use the pictures to retell emergent storybooks by thinking about story elements. |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Concepts of Print
* Retelling
* Envisioning
* Story language
* Accountable talk
* Picture clues
* Fluency (rereading with expression)
* Reading with stamina
* Independent reading
* Partner reading

**Understandings:*** Readers will reread favorite storybooks to build the world of story.
* Readers will learn strategies to read emergent storybooks.
* Readers will learn ways to talk about emergent storybooks with their partners.
* Readers will read both independently and with reading partners.
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| **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.3. With prompting and support, identify characters, settings, and major events in a story.
* 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.
* 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.
* 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.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	1. Recognize and produce rhyming words.
	2. Count, pronounce, blend, and segment syllables in spoken words.
	3. Blend and segment onsets and rimes of single-syllable spoken words.
	4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
	5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
* RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
	1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
	2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	3. Read high-frequency and sight words with automaticity.
	4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
* 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.
	+ Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
	+ Continue a conversation through multiple exchanges.

* 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.6. Speak audibly and express thoughts, feelings, and ideas clearly.
* L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 | *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

**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

**Interaction of Technology and Humans*** 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

**Life Literacies and Key Skills: Technology Literacy*** 9.4.2.TL.2: Create a document using a word processing application.

**Life Literacies: Critical thinking and Problem Solving:*** 9.4.2.CT.3: Use a variety of types of thinking to solve problems

**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

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| **Essential Questions** |
| * How do readers reread favorite storybooks?
* How do readers think and talk about emergent storybooks with reading partners?
* How do readers retell and use story language?
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| **Student Learning Objectives** |
| ***Students will …*** * Reread emergent storybooks independently and with reading partners
* Use illustrations to reread emergent storybooks
* Retell with story language
* Think and talk about emergent storybooks
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers reread favorite emergent storybooks together.**
	+ Immerse students in emergent storybooks by rereading them again and again together.
* **Readers know that emergent reading books are books they have heard over and over again and they use their memories and the pictures to help them read.**
	+ Model how to use the pictures to help in remembering how the story goes.
* **Readers read both high interest books from table baskets and emergent storybooks during reading workshop, first independently and then with reading partners.**
	+ Model how readers continue to read from table baskets, but then also read and share books from the emergent reading book basket(s).
* **Readers learn how to read an emergent storybook.**
	+ Demonstrate how readers read the title and look over the pages to get their minds ready to read an emergent storybook.
* **Readers look at the pictures and remember how the story goes.**
	+ Model how readers look how the picture, remember how the story goes, and read page by page. (We Are Readers, pg.52)
* **Readers see saw read emergent reading books with partners.**
	+ Demonstrate that during partner reading time, reading partners seesaw read by putting one book in the middle between them and taking turns reading each page. (We Are Readers, pg.59)
* **Readers make the words they say match the pictures on the page.**
	+ Demonstrate how to make the words and pictures match. (We Are Readers, pg.60)
* **Readers look at the pictures and see what the characters are doing on each page to help remind them of the story.**
	+ Model how readers look to see what the characters are doing on each page.
* **Readers retell with the exact words characters use.**
	+ Model how readers use the exact words the characters use in dialogue, talking like the characters. (We Are Readers, pg.70)
* **Readers change their voices to sound like the characters.**
	+ Demonstrate how readers change their voices, talking like their characters.
* **Readers reread old favorites, remembering to say more and more of the story.**
	+ Demonstrate how readers get their mouths ready for the beginning sounds of words. (We Are Readers, pg.76)
* **Readers use special connecting words to put storybook pages together.**
	+ Model and emphasize transitional words and phrases that join the pages together (and then, after that, etc.). (We Are Readers, pg. 82)

 * **Readers think and talk about their favorite parts of their storybooks.**
	+ Demonstrate how readers find their favorite part of the story, and share it with their reading partners.
* **Readers think and talk about the funny parts of their storybooks.**
	+ Demonstrate how readers talk about the funny parts with their reading partners.
* **Readers use more and more words that are exactly the same in their old favorites.**
	+ Demonstrate how readers think about the parts of the books that are repeated and reread them using the exact words from the book. (We Are Readers, pg.89)
* **Readers practice reading their storybooks in their best voice – a storyteller’s voice.**
	+ Model how readers practice and try to sound like a storyteller as they read.
* **Readers find, point to, and read some words in their old favorites.**
	+ Modelhow readers read the title of the book by pointing to each word in the title and noticing the first letters in the words. (We Are Readers, pg.96)

 * **Readers work with their partners, using all they know, to read old favorites.**
	+ Review how reading partners act as a team by using an anchor chart. (We Are Readers, pg.103)
* **Readers act out their favorite emergent reading book or part to celebrate all they have learned.**

(We Are Readers, pg.110)***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.

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| **Materials** |
| **Materials:** * Familiar Emergent Storybooks
* Book Bins for Each Table
* Chart paper
* Markers
* Anchor chart post- its
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Suggested** **Mentor Texts:** * The Three Billy Goats Gruff by Paul Galdone
* The Kissing Hand by Audrey Penn
* The Gingerbread Boy by Paul Galdone
* Red Riding Hood by James Marshall
* Corduroy by Don Freeman
* The Carrot Seed by Crockett Johnson
* Caps for Sale by Esphyr Slobodkina
* Goldilocks by Valeri Gorbachev
* Harry the Dirty Dog by Gene Zion
* Alexander and the No Good Very Bad Day by Judith Viorst
* Brown Bear, Brown Bear by Eric Carle
* Mrs. Wishy Washy by Joy Crowley
* Our Class is a Family by Shannon Olsen (Diversity and inclusion) d
* Just Ask by Sonia Sotomayor (Diversity and inclusion)
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| **Assessments** |
| Formative* Skills checklists
* Rubrics
* Teacher observations
* Teacher created tests
* District created assessments

Summative* IRLAs (as needed)
* 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)
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| **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
	+ Graphic organizers
	+ 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
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* 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, written responses, or both
* 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 / graphic organizer
* 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, written responses, or both
* 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
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| **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  |