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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 3 Reading Super Powers (print strategies) |
| **Grade Level:**Kindergarten |
| **Duration:**Trimester 2  |
| **Description:**This unit provides students with a foundation in print strategies. Students will learn how to use a variety of early print strategies and concepts of print to help them read just right books. During reading workshop, students will practice the print strategies taught both independently and with reading partners. Students will also be introduced to routines for book shopping and independent reading spots.  |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Routines
* Book shopping
* Accountable talk
* One to one matching
* Sight words
* Letter/sound correspondence
* Reading with stamina
* Independent reading
* Partner reading

**Understandings:** * Readers will learn the routines and habits of book shopping.
* Readers will read in independent reading spots.
* Readers will read with one to one matching.
* Readers will learn and practice sight words.
* Readers will develop strategies to talk about books.
* Readers will match letters and sounds correctly.
* Readers will read with increasing stamina.
* Readers will read both independently and with reading partners.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices: Literacy** 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.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. | *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
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Work productively in teams while using cultural global competence.

**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
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| **Essential Questions** |
| * How do readers choose just right books?
* How does reading independently look and sound?
* What is pointing power?
* How do readers read with one to one matching?
* How do readers read with partners?
* How can pictures help us to read?
* How can sight words help us to become super readers?
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| **Student Learning Objectives** |
| ***Students will …*** * Learn the routines and habits of book shopping
* Read in independent reading spots
* read with one to one matching
* learn and practice sight words
* develop strategies to talk about books.
* match letters and sounds correctly
* read with increasing stamina.
* read independently and with reading partners
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*****Suggested Mini Lessons:** * **Readers learn how to book shop for just right books.**
	+ Model the classroom routines for shopping for just right.
* **Readers book shop during book shopping time.**
	+ Establish a schedule and routine for book shopping (once a week, after lunch, during snack, etc.).
* **Readers keep their books in their book bags.**
	+ Show students how to keep and take care of their books in a book bag or box (cereal boxes, ziplock bags, etc.).
* **Readers get their own materials before and after reading time.**
	+ Establish routines for how students get and return their book bags or boxes before and after reading time.
* **Readers read during independent time in their reading spots.**

 - Establish routines for independent reading spots. * **Readers read with reading partners during partner reading.**
	+ Establish routines for partner reading in partner reading spots.
* **Readers use pointing power while reading the environment.**
	+ Model how readers point and read labels around the room. (Super Powers, pg. 2)
* **Readers read and reread using pointer power.**
	+ Demonstrate how readers use their finger and point under each word while reading.
* **Readers read with reading partners.**
	+ Review how readers read with a reading partner (one book in the middle, see saw read, etc.). (Super Powers, pg. 7).
* **Readers read with one to one matching.**
	+ Show students how to count the words on the page while pointing, matching each printed word with one spoken word. (Super Powers, pg. 9).
* **Readers echo read with reading partners.**
	+ Model how readers echo read with a reading partner (one reader reads, the other echoes pointing under each word). (Super Powers, pg. 14)
* **Readers don’t let longer words slow them down.**
	+ Model that both short and long words only get one point of the finger (Super Powers, pg. 17)
* **Readers use sight (snap) words to anchor their pointing power.**
	+ Model how reader point under each word and pause on sight words, making sure the pointer is under each word. Review learned sight words regularly to ensure students can read them without stopping to sound them out. (Super Powers, pg. 24)
* **Readers hunt for sight (snap) words.**
	+ Demonstrate how readers use pointing power to search through just right books and find sight words. (Super Powers, pg. 27)
* **Readers check that the first letter of a word matches the word they are reading.**
	+ Model how readers check that the first letter of a word matches the letter of the word they read. (Super Powers, pg. 29)
* **Readers use partners to enhance their pointer power.**
	+ Model partner pointing with one partner pointing to words while the other partner reads the words. (Super Powers, pg. 30)
* **Readers use picture power to help them predict and read unfamiliar words.**
	+ Demonstrate using the picture on the page to predict an unknown word, then check the first letters and context to make sure your word looks right and makes sense. (Super Powers, pg. 38)
* **Readers learn more sight words and practice reading them in a snap.**
	+ Practice looking, reading, spelling, and writing learned sight words to turn more words into sight words. (Super Powers, pg. 44)
* **Readers explore their sight word powers.**
	+ Model using the word wall with pointing power. (Super Powers, pg. 48)
* **Readers make the first sound in the word to help them read the word.**
	+ Demonstrate how readers look at the first letter in the word to help them predict and read unfamiliar word (Super Powers, pg. 51)
* **Readers stretch out words to isolate sounds**
	+ Model saying all the sounds in a word to help read it. (Super Powers, pg. 56)
* **SUPER Readers don’t give up**
	+ Demonstrate how readers try one power and then try another one when they are stuck (Super Powers, pg. 57)
* **Readers celebrate and show off their powers.**
	+ Review super powers anchor chart and celebrate all they have learned.

***Strategies for Differentiated Instruction:******English Language Learners (ELL):**** Review letters and sounds if needed using picture cards for support.
* Continue to pre-teach any new vocabulary and use picture cards if possible.
* Conduct small groups to engage students in conversation and read alouds.
* Partner students as a third with students who speak proficient English.

***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.
* Introduce and practice each strategy one at a time.
* Create a sheet of each strategy learned and place it in their just-right book bag

***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:** * Super Powers, Reading with Print Strategies and Sight Word Power
* Leveled library
* Book Bags / boxes
* Shared Reading poems / songs
* Word walls
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Suggested** **Mentor Texts:** * Brown Bear, Brown Bear by Eric Carle
* In the Garden by Annette Smith
* 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* 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  |