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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 4 Nonfiction Reading | | | | |
| **Grade Level:**Kindergarten | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  This unit provides kindergarten students with a foundation in reading informational texts. Students will learn how to read to learn about nonfiction topics. During reading workshop, students will read information books independently and with reading partners. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Reading to learn * Accountable talk * Print strategies * Independent reading * Partner reading * Increase vocabulary * Navigating nonfiction texts * Reading with a main idea * Comparing and contrasting * Activating prior knowledge * Learning new vocabulary   **Understandings:**   * Readers will read informational texts to learn about nonfiction topics. * Readers will compare and contrast fiction and informational texts. * Readers will use strategies to read informational texts. * Readers will learn new vocabulary. * Readers will read informational texts independently and with reading partners | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * RI.K.1. With prompting and support, ask and answer questions about key details in a text. * RI.K.2. With prompting and support, identify the main topic and retell key details of a text. * RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. * RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. * RI.K.5. Identify the front cover, back cover, and title page of a book. RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. * 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. * RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). * RI.K.10. Actively engage in group reading activities with purpose and understanding. * 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.   1. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). 2. 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 * Plan education and career paths aligned to personal goals   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Engineering Design**   * 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.   **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.   **Life Literacies and Key Skills: Creativity and Innovation**   * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives | | |
| **Essential Questions** | | | | |
| * How are fiction books different from nonfiction books? * How do readers read informational texts to learn about nonfiction topics? * What strategies help us identify unknown words? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Notice the differences between fiction and nonfiction books * Use informational books to learn about a nonfiction topic * Use strategies to figure out unknown words * Read independently and with reading partners to learn about a topic | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers are introduced to the world of nonfiction.**    + Explain how information books teach about nonfiction topics. * **Readers think about how nonfiction books are different than fiction books.**   - Explore with students how stories are different than information books (fiction tells stories about characters, information books teach about nonfiction topics).   * **Readers read information books to learn about a topic.**   **-**- Model how readers look at the cover and the pictures to see what they will learn about.   * **Readers think about and react to nonfiction texts.**   - Watch a nonfiction video clip and think about what you learned. (Becoming Avid Readers, pg. 54)   * **Readers read information books during nonfiction reading time from information book baskets.**   - Organize information books in topic baskets with a variety of levels (animal basket, plant basket, etc.) for students to read at each table during nonfiction reading time.   * **Readers read just right books during just right reading time.**   **-** Continue to have just right books in reading bags or boxes.   * **Readers read both information books and just right books every day during reading workshop**   - Create a routine for reading both nonfiction books and just right books everyday during reading workshop.   * **Readers read to learn about a topic.**   - Model how readers read to learn and explain to others what they have learned about their topic. (Becoming Avid Readers, pg. 60)   * **Readers use pictures to help them learn about a topic.**   **-** Demonstrate how readers study the pictures to help them learn new things about the topic they are learning about.   * **Readers use print strategies as they read nonfiction books.**   **-** Use all the print strategies they already know to help them figure out tricky words.  **-** Look at the pictures and initial letter sounds to figure out tricky words.   * **Readers use fancy words when they talk about what they have learned.**   - Model how readers learn new words as they learn about a topic and use them to explain what they have learned to others. (Becoming Avid Readers, pg. 62)   * **Readers teach others about book topics.**   - Demonstrate how reading partners read and talk about nonfiction books together. (Becoming Avid Readers, pg. 65)   * **Readers navigate simple basic features of nonfiction text (titles and pictures.)**   **-** Model who readers use text features to help them find the important information.  **-** Think about how the author uses pictures and words to teach them about the specific topic   * **Readers use nonfiction books to learn more about a topic.**   **-** Create information clubs around to learn more about a nonfiction topic. (Becoming Avid Readers, pg. 70)   * **Readers compare and contrast pictures in two books on the same topic.**   **-** Demonstrate how different pictures about the same topic can help you better understand and learn even more. (Becoming Avid Readers, pg. 73)   * **Readers celebrate.**   **-** Create a class chart about everything learned about information books.  ***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. * Use comparison cards to show photographs versus illustrations.   ***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. * Create a sheet of each text feature 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. * Provide comparison cards to show photographs versus illustrations.   ***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. * Become an author by creating his/her own non-fiction book to share with another student. | | | | |
| **Materials** | | | | |
| **Materials:**   * Becoming Avid Readers * Information books * Topic basket bins of nonfiction books on different topics * Just right books * Just right book bins / bags * Chart paper * Markers * Anchor chart post- its * Raz Kids /Storia   **Suggested Mentor Texts:**   * Dragonflies by Margaret Hall * The Beetle Alphabet Book by Jerry Pallotta * Honey Bees by Martha E.H. Rustard * I am Anne Frank by Steve Meltzer (Holocaust) * Do Like Kyla by Angela Johnson (Amistad) * Our Class is a Family by Shannon Olsen (Diversity and inclusion) * Soup Day, Melissa Iwai Asian American/ Pacific Islanders | | | | |
| **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   + 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 |
| **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 | | | | |