|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 6 Avid Readers (Fiction) | | | | |
| **Grade Level:**Kindergarten | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  In this unit, students will learn how to become avid readers by utilizing different reading strategies. Students will read a variety of just right fiction books and continue to increase reading stamina. During reading workshop, students will continue to read both independently and with reading partners to strengthen their reading skills and comprehension while reading stories. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Reading with stamina * Role play * Accountable talk * Preview books * Retell * Inference * Independent reading * Partner reading * Print strategies   **Understandings:**   * Readers will continue to build reading stamina. * Readers will develop strategies to become avid readers. * Readers will learn ways to think and talk about stories and characters. * Readers will infer by using the pictures. * Readers will use a variety of print strategies as they read. | | | | |
| **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.  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: Computing Systems**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   **Computer Science: Interaction of Technology and Humans**   * 8.2.2.ITH.3: Identify how technology impacts or improves life.   **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 do students become avid readers? * How do readers build stamina? * How do readers think and talk about stories? * How can readers use the pictures to infer? * How do readers use a variety of print strategies as they read? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Read with stamina. * Build strategies to become avid readers. * Learn ways to think and talk about stories. * Use pictures to infer. * Read independently and with reading partners for understanding. * Use a variety of print strategies while reading stories. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers think about what it means to become an avid reader.**   **-** Conduct a class inquiry thinking about the difference between an avid and blah reader. (Becoming Avid Readers, pg. 2)   * **Reading partners help each other become avid readers.**   - Review ways for reading partners to read together. (Becoming Avid Readers, pg. 7)   * **Readers react to books by thinking about character feelings.**   - Demonstrate by rereading a familiar story and discussing how the characters feel.   * **Readers role-play a character to foster empathy.**   **-** Model how readers reread their books, acting like the characters as they read. (Becoming Avid Readers, pg. 15)   * **Readers use a post-it (or stop sign) to remember later to talk about with their reading partners.**   - Demonstrate how readers use post-its with happy faces, sad, faces, and stop signs to stop and think about their story. (Becoming Avid Readers, pg. 16)   * **Readers increase stamina by thinking about ways to help them read more.**   **-** Create a list of distraction and discuss ways to avoid them. (Becoming Avid Readers, pg. 21)   * **Readers use precise describing words to think about characters’ feelings.**   - Model how to use precise describing words to talk about characters’ feelings. (Becoming Avid Readers, pg. 23)   * **Readers “guess the feeling” by looking at the pictures in a story.**   - Demonstrate how readers pay attention to characters’ faces to see how they are feeling in a story.   * **Readers review their super reading powers to help them figure out the words in their stories.**   - Review super Readers anchor chart and previously taught print strategies. (Becoming Avid Readers, pg. 30)   * **Readers reflect and set goals for themselves.**   - Model how readers think about what they are already good at while reading and identify goals for themselves as readers. (Becoming Avid Readers, pg. 30)   * **Readers practice reading goals.**   - Demonstrate how readers work together to work on their reading goals.   * **Readers think about fun things to do with their books.**   - Model how readers can play games using a book previously read. (Becoming Avid Readers, pg. 33)   * **Readers think about what it means to read aloud really well.**   - Review signs of a good read aloud. (Becoming Avid Readers, pg. 39)   * **Readers act out their stories as they read**.   Model how readers think about how the characters are feeling as they reread. (Becoming Avid Readers, pg. 47)   * **Readers celebrate by complimenting each other on their super reader skills.**    + Work with partners to give each other compliments about their reading work. (Becoming Avid Readers, pg. 46)   **Strategies for Differentiated Instruction:**  **English Language Learner (ELL):**   * During this unit, have an ESL student partner up with classmates as a third to ensure he/she hears what fluent speaking sounds like during turn and talk. * Use picture books to analyze characters faces and pictures for comprehension. * 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:**   * Put sight words on an index card ring and review daily. * Use picture books to analyze characters faces and pictures for comprehension. * Analyze IRLA to determine students’ needs.   **At-risk:**   * Analyze the student’s IRLA and determine what strength the child is using when reading. * Teach into what is not being done and model and practice that during small group instruction. * Practice these skills in a lower text prior to practicing it on or above level.   ***Gifted and Talented (G & T):***   * Provide students the opportunity to acquire higher-level reading skills in a small group. * Provide above-grade-level phonics instruction if ready. * Choose a higher-level independent reading book to read to self or with a partner. * Have student share their book with a reading buddy and retell what they read or discuss what they have learned. * Students can use post-its to retell the beginning, middle, and end of the story. | | | | |
| **Materials** | | | | |
| **Materials:**   * Familiar storybooks * Leveled library / just right fiction books * Book bags / boxes * Chart paper * Markers * Anchor chart post-its * Flexible seating options * Smart Board activities * Raz Kids /Storia   **Suggested Mentor Texts:**   * The Carrot Seed by Ruth Krauss * Not Norman: A Goldfish Story by Kelly Bennett * Where the Wild Things Are by Maurice Sendak * Alexander and the Terrible, Horrible, No Good Very Bad Day by Judith Viorst * The Kissing Hand by Audrey Penn * Mrs. Wishy-Washy by Joy Cowley * The Magic School Bus and the Climate Challenge byJoanna Cole (Climate change) * The Colors of Us by Karen Katz (Diversity and inclusion) | | | | |
| **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 | | | | |