

Kenilworth Public Schools

Curriculum Guide

Content Area: ELA Readers Workshop
Grade: K
BOE Approved: 7/10/23

Revision Date: N/A
Submitted by: Stacey Miller
BOE Revision Approved: N/A

Reader's Workshop Kindergarten Scope and Sequence

Unit 1- Launching Reader's Workshop	Unit 2- Fiction	Unit 3- Nonfiction	Unit 4- Poetry
Weeks 1-8	Weeks 9-18	Weeks 19-28	Weeks 29-40
<p><i>Unit Description:</i> The Schoolwide Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals and routines. Active listening, thinking and engagement, and participation are fundamental expectations for reading workshop. Through targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.</p>	<p><i>Unit Description:</i> The Schoolwide Fundamentals Fiction Unit of Study encompasses many different types of stories—fantastical, magical, traditional, historical, mythological, or realistic. There is something for everyone. Fiction transports readers to an imaginary place and time, into a world that may feel familiar or foreign. Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature. Anything is possible when you read fiction, as skillful writers capture your imagination. When it comes to reading, you can't get any better than that!</p> <p>Part of the magic in any unit of study is exposing students to possibilities within a genre. By</p>	<p><i>Unit Description:</i> In this unit, Nonfiction, students are exposed to possibilities within a genre. By reading and studying three types of nonfiction (reference, literary, biography), students will develop an understanding of various forms, features, and purposes of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing. Common conventions and features enable authors to make their ideas and information clear and accessible to readers. Nonfiction writers stir the imagination and write in vivid, engaging styles. Students will enjoy the aesthetic features on nonfiction texts, while appreciating the clear and accurate information and the</p>	<p><i>Unit Description:</i> By listening to and reading a variety of poems, students will understand, interpret, appreciate, and enjoy the genre of poetry. Free verse, rhymes, haiku, odes—poetry provides readers and listeners with a chance to experience lyrical musicality. The varying lengths of poems, from just a few lines to many stanzas, make them accessible to people of all ages. The short nature of poetry also makes it a genre that invites reading for pleasure and understanding. This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a</p>

	<p>reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.</p>	<p>presentation of facts.</p>	<p>deeper understanding of the messages, moods, images, and feelings that are shared in poems.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Begin to develop an understanding of themselves as readers. (RF.K.4.a) (RF.K.4.b) (RL.K.2) (RL.K.4) • Begin to learn how to self-select appropriate texts. (RF.K.4.a) (RF.K.4.b) (RL.K.5) • Begin to set goals for themselves as readers. (RF.K.1) (RF.K.2. b-d) (RF.K.3) (RF.K.4.a) (RF.K.4.b) • Learn the expectations and routines for actively participating in a reading 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Learn to explain the differences between genres. (RL.K.1) (RL.K.5) • Recognize the different types and structures of a variety of texts. (RL.K.2) (RL.K.5) • Identify common story elements and narrative structure in texts. (RL.K.2) (RL.K.7) • Compare and contrast two familiar texts. (RL.K.1) (RL.K.9) • Use schema and find evidence in the text to make predictions (RL.K.1) (RL.K.2) 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Understand the structures and features of nonfiction texts; (RI.K.5) (RI.K.7) • Use strategies before, during, and after reading to enhance comprehension of texts; (RI.K.1) (RI.K.2.) (RI.K.4) (L.K.4) • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; (RI.K.1) (RI.K.2.) (RI.K.4) (L.K.4) • Ask questions to help clarify 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Discover the richness of the genre of poetry; (RL.K.1) (RL.K.5) (RL.K.10) (SL.K.1) (SL.K.6) • Interpret a variety of poems; (RF.K.4) (RL.K.1) (RL.K.10) (SL.K.1) • Demonstrate understanding of the organization and basic features of print; (RF.K.1) (RF.K.2 b-d) • Use personal schema and textual evidence to make predictions and connections; (RF.K.4)

<p>community (RF.K.4) (RL.K.5)</p> <ul style="list-style-type: none"> • Practice participating in collaborative conversations about texts (RL.K.10) • Learn how to follow agreed-upon rules for discussions (SL.K.1), (SL.K.6) • Begin to identify the central or big idea of a text (RL.K.1) (RL.K.2) (RL.K.3) • Begin to ask and answer questions to clarify understanding of the topic under discussion. (RL.K.1) (RL.K.2) (SL.K.3) • Practice recognizing the similarities and differences among genres, sub-genres, including fiction, poetry, and nonfiction. (RL.K.5) • Practice asking and answering questions in order to demonstrate an understanding of the key details in a text. (RL.K.1) (RL.K.2) (RL.K.3) (SL.K.2) • Express their opinions about the books they listen to and read. (SL.K.1) (SL.K.2) (SL.K.6) • Identify the front cover, back cover, and title page of a book. (RI.K.5) • Name the author and illustrator of a story. (RL.K.6) 	<p>(RL.K.7)</p> <ul style="list-style-type: none"> • Infer character traits and feelings (RL.K.3) (RL.K.7) • Ask questions to help clarify thinking (RL.K.10) (SL.K.1) (S.K.2) (SL.K.3) (SL.K.6) • Use strategies before, during, and after reading to enhance comprehension of texts. (RL.K.1) (RL.K.3) (RL.K.3) (RL.K.7) (RL.K.10) (SL.K.1) (SL.K.2) (SL.K.3) (L.K.6) • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary. (S.L.K.1) (SL.K.2) (SL.K.3) (SL.K.6) • Identify big ideas and supporting details within texts. (RL.K.1) (RL.K.2) (RL.K.6) (SL.K.4) • Synthesize information presented within and across a variety of texts. (RL.K.1) (RL.K.3), (RL.K.7) (SL.K.2) • Use illustrations in a story to describe its characters, settings, and events. (RL.K.7) • Deepen their understanding of author's purpose as it relates to the discussed genre. (RL.K.5) (RL.K.6) • Read expressively. (RL.K.10) (SL.K.6) (SL.K.6) • Actively engage in group reading activities with purpose 	<p>thinking and deepen understanding. (RI.K.1) (RI.K.2.) (RI.K.7) (RI.K.8)</p> <ul style="list-style-type: none"> • Use fix-up strategies when coming upon unfamiliar words. (L.K.4) • Identify main topic. (RI.K.2) • Identify key details found in the text that support the main topic with prompting and support. (RI.K.2, RI.K.8) • Ask and answer questions about key details outlined in the text with prompting and support. (RI.K.1) • Describe the connection between two individuals, events, ideas or pieces of information in a text. (RI.K.3) • Identify similarities and differences between two texts on the same topic. (RI.K.9) • Activate existing background knowledge to help understand text (ex. using schema, front cover, book walk). (RI.K.1) • Use illustrations to aid understanding of main topic and key details. (RI.K.7) • Make connections to text and themselves. (RI.K.1) • Make connections between text and another text. (RI.K.9) • Identify front cover, back cover, 	<p>(RL.K.10) (SL.K.1) (SL.K.6)</p> <ul style="list-style-type: none"> • Ask questions to help clarify thinking and deepen understanding; (RL.K.1) (SL.K.2) • Use strategies before, during, and after reading to enhance comprehension of poetry; (RF.K.4) (RL.K.1) (RL.K.10) (RL.K.1) (SL.K.2) • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; (RF.K.4) (L.K.4) • Listen for rhythm, rhyme, and patterns; (RF.K.2 b-d) • Continue to work on fluency; (RF.K.4) • Apply self-monitoring skills; (RF.K.4) (L.K.4) • Analyze poems for a variety of literary elements, including elements of structure, figurative language, and other crafting techniques; (RL.K.10) (RL.K.1) (SL.K.2) • Deepen their understanding of author's purpose as it relates to the genre; (RL.K.10) (RL.K.1) (SL.K.2) • Interpret words and phrases as they are used in a poem in order to notice and/or discuss how these words and phrases shape meaning and enhance tone; (RF.K.4) (RL.K.10) (RL
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<ul style="list-style-type: none"> • With prompting and support, identify the main topic of the text. (RI.K.2) • With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7) • Actively engage in group reading activities with purpose and understanding. (RL.K.10, RI.K.10) 	<p>and understanding. (RL.K.10, RI.K.10)</p>	<p>title page to understand the main topic. (RI.K.5)</p> <ul style="list-style-type: none"> • Identify the author and illustrator of a story and know the jobs of each. (RI.K.6) • Ask and answer questions about pictures and text to identify unknown words. (RI.K.4) • Participate in shared, guided, partner and read aloud reading experiences. (RI.K.10) 	<p>.K.1) (SL.K.2)</p> <ul style="list-style-type: none"> • Recognize qualities that enhance poetry, such as shared observations of the world, messages that are revealed, and opportunities to infer purpose and inspiration; (RL.K.10) (RL.K.1) (SL.K.2) • Uncover themes and big ideas within and across poems through synthesizing thoughts and ideas; (RF.K.4) (RL.K.10) (SL.K.1) (SL.K.6) (SL.K.6)
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Writer's Workshop Kindergarten Scope and Sequence

Unit 1- Launching Writer's Workshop	Unit 2- List and Label	Unit 3- How to Writing	Unit 4- Personal Narrative
Weeks 1-8	Weeks 9-18	Weeks 19-28	Weeks 29-40
<p><i>Unit Description:</i> : How Writers Work is the first writing unit that students experience in Kindergarten. The unit will offer the foundation for students and teachers to become acquainted with one another as a community of writers. A community of writers recognizes writers as individuals, small group, and as part of the whole. The unit will offer the structure and understanding of the Writing Workshop model and routines that will support effective and productive learning for the remainder of the school year. Throughout the year, students will focus on building the strategies that good writers utilize when writing. The unit focuses on strategies to aid in recognizing and using conventions to aid in students' writing independently</p>	<p><i>Unit Description:</i> List and label books are simple structures that kindergartners can model with confidence. This unit provides a powerful study for writing the types of books that emergent readers and writers enjoy. The texts are usually short, use a combination of drawing and writing, and have strong support from the illustrations. Students have success with reading simple list and label books; thus, they have a natural curiosity about how to compose them. These books show our youngest writers that there are published books that look similar to what they can do!</p> <p>List and label books are informative/explanatory texts that kindergarten students compose by focusing on one topic of interest and supplying some information on that topic, using words and pictures. Students will go beyond</p>	<p><i>Unit Description:</i> One genre of writing is writing about real things, or "informational" writing. In this unit, students will write their own "how-to" texts. However, before writers can successfully write their own informational texts, they need to spend time reading, noticing, thinking, and enjoying this genre of writing. The "How-To" writing genre appeals to most students because of its "real-world" application. Writers write to share information, what they know "how-to" do. Students will have the opportunity to choose a topic and offer the procedures of "How-To" using temporal words. This is the students' time to inform the reader.</p>	<p><i>Unit Description:</i> Personal narratives are the most natural genre to study because kindergartners are natural-born storytellers. Kindergartners enter school with many personal stories to share. This Personal Narrative Unit of Study focuses on teaching kindergartners how to communicate the stories of their lives, both orally and in pictures and words. Through reading and discussing the mentor texts, you and your students will explore what personal narrative writers write about, but it doesn't stop there. After you know what you can write about, you need to reread and look closely at the mentor texts to examine how it is done.</p>

	<p>deciding what they will write about and realize the need to plan how they will write it. "How will this topic or idea look on the page?" becomes an important question for our young writers to consider.</p>		
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Identify and demonstrate effective writing behaviors/habits. (W.K.3) • Participate in group writing activities such as experience stories, interactive writing, and shared and guided writing. (W.K.5) (W.K.7) • Recognize the relationship between spoken word and print. (RF.K.1.b) • Demonstrate that text is written left-to-right, top-to-bottom (directionality). (RF.K.1.a) • Distinguish between letters, words and sentences. (RF.K.1.a) (RF.K.1.b) (RF.K.1.c) • Recognize that written words are separated by spaces. (RF.K.1.c) • Demonstrate one-to-one correspondence when reviewing your writing. (RF.K.1.a) (RF.K.1.b) (RF.K.1.c) (RF.K.3.a) • Use sound-letter associations to 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing • about and supply some information about the topic. • W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • Production and Distribution of Writing • W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from • peers (e.g., adding details). • W.K.6: With guidance and support from adults, explore a variety of digital tools to 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Understand the ways how-to books are useful. • Generate ideas for writing how-to books. (W.K.8) • Contribute ideas and researched information for a shared writing piece (W.K.7) (W.K.8) • Use pictures, developmental spelling or conventional text to tell someone how to do something. (L.K.2.c) (L.K.2.d) (W.K.2) • Use letter/sound knowledge in attempt to stretch and write some words. (RF.K.1.b) (L.K.2.c) (L.K.2.d) • Sequence events to explain how to do something. (W.K.2) • Use oral language to guide their writing. (SL.K.6) (L.K.1.d) • Recognize and begin to use left to right, top and bottom directionality and spacing between words when writing. (RF.K.1.a) (RF.K.1.c) • Produce and expand sentences in shared language activities. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Produce stories from personal experience and provide a reaction. (W.K.3) • Recall information from experiences. (W.K.8) • Contribute ideas for a shared writing piece. (W.K.7) • Plan by thinking of and saying a story aloud.(W.K.3) • Use pictures, developmental spelling or conventional text to tell someone a story. (L.K.2.c) (L.K.2.d) (W.K.3) • Sketch pictures to organize their story and add details. (W.K.3) (SL.K.5) • Use letter/sound knowledge in attempt to stretch and write some words. (L.K.2.c, L.K.2.d) • Sequence events in order to tell a story. (W.K.3) • Use oral language to guide writing to include details. (W.K.5) (SL.K.6) (L.K.1.d) • Produce and expand sentences in shared language activities (L.K.1.f)

<p>help identify words. (visual) (RF.K.1.b) (RF.K.3.a) (RF.K.3.b)(RF.K.3.d)</p> <ul style="list-style-type: none"> • Use pictures to tell a story. (W.K.3) • Use letter/sound knowledge in attempt to stretch and write some words. (RF.K.1.b) (L.K.2.c) (L.K.2.d) • Share/read their writing with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3) • Communicate personal response to literature through drawing and telling. (SL.K.1.a) (SL.K.1.b)(SL.K.5) 	<p>produce and publish writing, including in collaboration with</p> <ul style="list-style-type: none"> • peers. • Research to Build Present Knowledge • W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (L.K.2.c) (L.K.2.d) • Share/read their writing with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3) • Communicate personal response to literature through drawing and telling. (SL.K.1.a) (SL.K.1.b)(SL.K.5) 	<p>(L.K.1.f)</p> <ul style="list-style-type: none"> • Communicate story ideas through the use of nouns, verbs, and prepositions. (L.K.1.b,L.K.1.e) • Use upper and lower case letters in writing. (L.K.1.a) • Capitalize the first word in a sentence and the pronoun I. (L.K.2.a) • Identify and utilize end punctuation. (L.K.2.b) • Share/read their how-to books with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3) • Publish written pieces. 	<ul style="list-style-type: none"> • Communicate story ideas through the use of nouns, verbs, and prepositions (L.K.1.b, L.K.1.e) • Recognize and begin to use left to right, top and bottom directionality and spacing between words when writing. (RF.K.1.a, RF.K.1.c) • Use upper and lower case letters in writing (L.K.1.a) • Capitalize the first word in a sentence and the pronoun I. (L.K.2.a) • Identify and utilize end punctuation. (L.K.2.b) • Share/read their narrative books with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3) • Publish written pieces.
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Readers Workshop - Launching

Unit Title: Launching Reader’s Workshop

Unit Summary: The Schoolwide Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals and routines. Active listening, thinking and engagement, and participation are fundamental expectations for reading workshop. Through targeted lessons in this unit, your students’ focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.

Primary Interdisciplinary Connections: Writing, Science, Character Education, Technology
 ELA: RI.2.1-3, RI.2.9, W.2.6-8, SL.2.2, SL.2.5 Mathematics: MP.2, MP.4-5, 2.NBT.A, 2.NBT.A.3, 2.MD.B.5, 2.MD.D.1

Career Readiness, Life Literacies, and Key Skills: Creative Thinking and Problem Solving, Communication and Collaboration, Life and Career Skills: -flexibility and adaptability, initiative and self-direction, social skills, productivity and accountability, leadership and responsibility.

Learning Targets

NJSLS Standards: RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.4., RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.2, RI.K.5, RI.K.10

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Big Idea: We are readers.

Unit Essential Questions:

- How do students learn to self-select appropriate texts?
- Why do we read?
- How do good readers make sense of text?

Unit Enduring Understandings:

- Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.
- Text serves many purposes, including entertaining, informing and persuading.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text.

Unit Learning Targets

Students will

- Begin to develop an understanding of themselves as readers. (RF.K.4.a) (RF.K.4.b) (RL.K.2) (RL.K.4)
- Begin to learn how to self-select appropriate texts. (RF.K.4.a) (RF.K.4.b) (RL.K.5)
- Begin to set goals for themselves as readers. (RF.K.1) (RF.K.2. b-d) (RF.K.3) (RF.K.4.a) (RF.K.4.b)
- Learn the expectations and routines for actively participating in a reading community (RF.K.4)

(RL.K.5)

- Practice participating in collaborative conversations about texts (RL.K.10)
- Learn how to follow agreed-upon rules for discussions (SL.K.1), (SL.K.6)
- Begin to identify the central or big idea of a text (RL.K.1) (RL.K.2) (RL.K.3)
- Begin to ask and answer questions to clarify understanding of the topic under discussion. (RL.K.1) (RL.K.2) (SL.K.3)
- Practice recognizing the similarities and differences among genres, sub-genres, including fiction, poetry, and nonfiction. (RL.K.5)
- Practice asking and answering questions in order to demonstrate an understanding of the key details in a text. (RL.K.1) (RL.K.2) (RL.K.3) (SL.K.2)
- Express their opinions about the books they listen to and read. (SL.K.1) (SL.K.2) (SL.K.6)
- Identify the front cover, back cover, and title page of a book. (RI.K.5)
- Name the author and illustrator of a story. (RL.K.6)
- With prompting and support, identify the main topic of the text. (RI.K.2)
- With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)
- Actively engage in group reading activities with purpose and understanding. (RL.K.10, RI.K.10)

Evidence of Learning

Summative Assessment: Running records (miscue analysis) Letter/Sound identification After reading various literary texts, the students will be asked to draw a picture and/or write about their favorite book.

Formative Assessments:

- Teacher observation
- Student participation
- Rubrics
- Favorite character illustrations
- Connection drawings
- Illustration/Written Responses
- Running Records
- Graphic organizers-retelling
- Graphic organizers-compare and contrast
- Reader's notebook

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Schoolwide Reading Fundamentals: Lessons 1-12 and mini lessons 1-12• Week 1- Lesson 1- Listen...Share...Read	8 weeks - October - December

<ul style="list-style-type: none"> • Week 2- Lesson 2- Counting Words, Finding Spaces; Lesson 3- Listening and Thinking during Reading Workshop • Week 3- Lesson 4- Direction, Match, Sweep; Lesson 5- Who Am I As a Reader? • Week 4- Lesson 6- Reading the Pictures; Lesson 7- Exploring the World of Books • Week 5- Lesson 8- The Words We Know; Lesson 9- Making Meaning • Week 6- Lesson 10- What's that Mark?; Lesson 11- Collaborative Conversation; Lesson 12- Rereading Like A Storyteller • Week 7- Mini-Lesson 1- Let's Choose A New Book; Mini-Lesson 2- Taking Care of Our Books; Mini-Lesson 3- Curable Interruptions • Week 8- Mini-Lesson 4- Making the Text Memorable; Mini-Lesson 5- Connecting the Pages; Mini-Lesson 6- Buzzing about Books • Modeled and guided practice • Shared reading • Partner reading • Read aloud/Model text • Language Experience charts • Think alouds • Mentor Texts <ul style="list-style-type: none"> • <i>Apples</i> by Gail Gibbons • <i>But Excuse Me That is My Book</i> by Lauren Child • <i>Every Day's a Dog Day: A Year in Poems</i> by Marilyn Singer • <i>How Rocket Learned to Read</i> by Tad Hills • <i>Wild About Books</i> by Judy Sierra • <i>We're Going on a Book Hunt</i> by Pat Miller Shared Texts <ul style="list-style-type: none"> • The Itsy-Bitsy Spider • My Big Book 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> -Google Classroom -Seesaw -Pear Deck -BrainPOP 	<p>Interactive Reading Illustration Response Written Response Answer comprehension rubrics</p>

<p>-Book Creator -Freckle -Raz Kids</p> <ul style="list-style-type: none"> ● Two Column Partnership Chart (Digital) ● Checklist: Letters and Words <p>Student Forms</p> <ul style="list-style-type: none"> ● Word Tile Activity ● Book Favorites ● Who Am I As a Reader? ● Good Reader Award Digital Texts ● RAZ Kids ● Storyworks <p>Classroom Library Materials</p> <ul style="list-style-type: none"> ● Leveled Libraries ● Reader's Binders ● Sticky Notes ● Chart Paper ● Book Baggies ● Graphic Organizers ● Highlighters 	<p>Story Retellings Question and Response Students will:</p> <p>Recognize the three most common types of texts (fictional stories, poems, and informational nonfiction)</p> <ul style="list-style-type: none"> ● Identifies the front cover, back cover, and title page of a book ● Names the author and illustrator of a story and defines the role of each in telling the story ● Asks and answers questions about key details from texts ● Describes the relationship between the illustrations and the stories in which they appear <ul style="list-style-type: none"> ● Retells familiar stories while including key details ● Uses images to visualize and engage with the text in order to remember key details and information ● Demonstrates an understanding of the organization and basic features of print (recognizes that spoken words are represented in written language by specific sequence of letters; understands that words are separated by spaces in print; and follows words from left to right and top to bottom. <ul style="list-style-type: none"> ● Read common high-frequency words by sight ● Actively engages in group reading activities with purpose and understanding <ul style="list-style-type: none"> ● Participates in collaborative conversations with various partners about kindergarten topics and texts, including conversations
<ul style="list-style-type: none"> ● http://tc.readingandwritingproject.com/ ● http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html ● http://www.wrsd.net/literacy/launch.cfm ● http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf ● http://www.readingrockets.org/article/3479/ ● http://www.schoolwide.com/zing 	

- <http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>
- www.fcrr.org

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios: Higher level texts such as Level D and up that address the same enduring understanding of the Launching Unit of Study. Students browse books from bins and to think about and predict the content of the book based on characters or topic illustrations they see on the cover. Write out the sentences from the song, Itsy Bitsy Spider on sentence strips and cut the words apart to create word tiles. Have student(s) work to place the words in order into a pocket chart to create each sentence. You may also use the Appendix

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Readers Workshop - FICTION

Unit Title: Fiction Reader's Workshop

Unit Summary: The Schoolwide Fundamentals Fiction Unit of Study encompasses many different types of stories—fantastical, magical, traditional, historical, mythological, or realistic. There is something for everyone. Fiction transports readers to an imaginary place and time, into a world that may feel familiar or foreign. Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature. Anything is possible when you read fiction, as skillful writers capture your imagination. When it comes to reading, you can't get any better than that!

Part of the magic in any unit of study is exposing students to possibilities within a genre. By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

Primary Interdisciplinary Connections: Writing, Science, Character Education, Technology
 ELA: RI.2.1-3, RI.2.9, W.2.6-8, SL.2.2, SL.2.5 Mathematics: MP.2, MP.4-5, 2.NBT.A, 2.NBT.A.3, 2.MD.B.5, 2.MD.D.1

Career Readiness, Life Literacies, and Key Skills: Creative Thinking and Problem Solving, Communication and Collaboration, Life and Career Skills: -flexibility and adaptability, initiative and self-direction, social skills, productivity and accountability, leadership and responsibility.

Learning Targets

NJSLS Standards: RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.4., RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.2, RI.K.5, RI.K.10

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Big Idea: We are readers.

Unit Essential Questions:

- What do readers use in order to recognize different types and structures of fiction?
- How can I identify the type of fiction book?
- How can I use what I am thinking as a

Unit Enduring Understandings:

- Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres and aim to entertain, provide enjoyment, demonstrate a moral, reveal human native, kindle the imagination or explain aspects of life, culture or

<p>reader to determine the story elements?</p> <ul style="list-style-type: none"> • How can the connections I make as a reader influence my understanding of the text? • How does the central message or theme of a story relate to the connections I have made from my life, or other texts? 	<p>nature.</p> <ul style="list-style-type: none"> • Readers use strategies to construct meaning behind their fiction texts. • Readers use comprehension strategies to help understand important ideas in a fictional text.
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Unit Learning Targets

Students will

- Learn to explain the differences between genres. (RL.K.1) (RL.K.5)
- Recognize the different types and structures of a variety of texts. (RL.K.2) (RL.K.5)
- Identify common story elements and narrative structure in texts. (RL.K.2) (RL.K.7)
- Compare and contrast two familiar texts. (RL.K.1) (RL.K.9)
- Use schema and find evidence in the text to make predictions (RL.K.1) (RL.K.2) (RL.K.7)
- Infer character traits and feelings (RL.K.3) (RL.K.7)
- Ask questions to help clarify thinking (RL.K.10) (SL.K.1) (S.K.2) (SL.K.3) (SL.K.6)
- Use strategies before, during, and after reading to enhance comprehension of texts. (RL.K.1) (RL.K.3) (RL.K.3) (RL.K.7) (RL.K.10) (SL.K.1) (SL.K.2) (SL.K.3) (L.K.6)
- Apply self-monitoring skills and strategies to determine the meaning of important vocabulary. (S.L.K.1) (SL.K.2) (SL.K.3) (SL.K.6)
- Identify big ideas and supporting details within texts. (RL.K.1) (RL.K.2) (RL.K.6) (SL.K.4)
- Synthesize information presented within and across a variety of texts. (RL.K.1) (RL.K.3), (RL.K.7) (SL.K.2)
- Use illustrations in a story to describe its characters, settings, and events. (RL.K.7)
- Deepen their understanding of author's purpose as it relates to the discussed genre. (RL.K.5) (RL.K.6)
- Read expressively. (RL.K.10) (SL.K.6) (SL.K.6)
- Actively engage in group reading activities with purpose and understanding. (RL.K.10, RI.K.10)

Evidence of Learning

Summative Assessment: Running records (miscue analysis) Letter/Sound identification After reading various literary texts, the students will be asked to draw a picture and/or write about their favorite book.

Formative Assessments:

- Teacher observation
- Student participation
- Rubrics
- Favorite character illustrations
- Connection drawings
- Illustration/Written Responses
- Running Records
- Graphic organizers-retelling

- Graphic organizers-compare and contrast
 - Reader's notebook
- <https://fundamentals.schoolwide.com/units/72/assessments>

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals: Lessons 1-12 and mini lessons 1-12 • Week 1- Lesson 1- Fiction- Real or Fantasy? Lesson 2- Retelling a Familiar Tale: Common Structure and Story Elements • Week 2 Lesson 3- Rereading a Familiar Tale: A Closer Look at Character; • Week 3- Lesson 4- Traditional Tales: Problem and Solution • Week 4- Lesson 5- Compare and Contrast Two Traditional Tales • Week 5 Lesson 6- Animals Can Talk- Characters with a Strong Voice; Lesson 7- Problem Solved, Lesson Learned • Week 6 Lesson 8-Pictures Tell a Story; Mini-Lesson 1- Ready to Read Fiction • Week 7 Mini-Lesson 2- Say It Again; Mini-Lesson 3 - Making Meaningful Connections • Week 8 Mini-Lesson 4- Get Curious; Mini-Lesson 5- Read with Expression; • Week 9 Mini-Lesson 6- Characters Inside and Out; Mini-Lesson 7- Step into the Character's Shoes • Week 10- Mini-Lesson 8- Remembering Important Details; Mini-Lesson 9- Retelling Stories with Meaning; Mini-Lesson 10- Celebrating Our Favorite Stories • Modeled and guided practice • Shared reading • Partner reading • Read aloud/Model text • Language Experience charts • Think alouds • Schoolwide Mentor texts <ul style="list-style-type: none"> • <i>I Broke My Trunk</i> by Mo Willems • <i>Wave</i> by Suzy Lee 	<p>8 week - January - February</p>

<ul style="list-style-type: none"> • <i>Could Be Worse!</i> by James Stevenson • <i>A Balloon for Isabel</i> by Deborah Underwood • <i>Goldilocks and the Three Bears</i> retold by James Marshall • <i>The Three Billy Goats Gruff</i> retold by Paul Galdone 	
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>
<p>-Google Classroom -Seesaw -Pear Deck -BrainPOP -Book Creator -Freckle -Raz Kids</p> <ul style="list-style-type: none"> • Two Column Partnership Chart (Digital) • Checklist: Letters and Words <p>Student Forms</p> <ul style="list-style-type: none"> • Word Tile Activity • Book Favorites • Who Am I As a Reader? • Good Reader Award Digital Texts • RAZ Kids • Storyworks <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled Libraries • Reader's Binders • Sticky Notes • Chart Paper • Book Baggies • Graphic Organizers • Highlighters 	<p style="text-align: center;">Interactive Reading Illustration Response Written Response Answer comprehension rubrics Story Retellings Question and Response</p> <p style="text-align: center;">Students will:</p> <p>Explains differences between fiction books that realistic versus fantasy.</p> <ul style="list-style-type: none"> • Retells familiar stories using story structure and key details. • Identifies common story elements and important details in fiction texts (character, setting, problem, solution) • Recognizes types of fiction texts (fantasy fiction, realistic fiction, and traditional tales) • Asks and answers questions about key details in a fictional text <ul style="list-style-type: none"> • Compares and contrasts similarities and differences in two familiar stories. • Infers character's traits and feelings using textual evidence and personal schema • Uses illustrations in a story to describe its characters, setting, and events • Uses personal schema and textual evidence to make predictions and connections <ul style="list-style-type: none"> • Reads expressively, paying attention to mood, characters' voices, and text signals

- <http://tc.readingandwritingproject.com/>
- http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html
- <http://www.wrsd.net/literacy/launch.cfm>
- <http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>
- <http://www.readingrockets.org/article/3479/>
- <http://www.schoolwide.com/zing>
- <http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>
- www.fcrr.org

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios: Higher level texts such as Level D and up that address the same enduring understanding of the Launching Unit of Study. Students browse books from bins and to think about and predict the content of the book based on characters or topic illustrations they see on the cover. Write out the sentences from the song, Itsy Bitsy Spider on sentence strips and cut the words apart to create word tiles. Have student(s) work to place the words in order into a pocket chart to create each sentence. You may also use the Appendix

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share

•Cooperative learning groups

Readers Workshop – Nonfiction

Unit Title: Launching Reader’s Workshop	
Unit Summary: In this unit, Nonfiction, students are exposed to possibilities within a genre. By reading and studying three types of nonfiction (reference, literary, biography), students will develop an understanding of various forms, features, and purposes of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing. Common conventions and features enable authors to make their ideas and information clear and accessible to readers. Nonfiction writers stir the imagination and write in vivid, engaging styles. Students will enjoy the aesthetic features on nonfiction texts, while appreciating the clear and accurate information and the presentation of facts.	
Primary Interdisciplinary Connections: Writing, Science, Character Education, Technology ELA: RI.2.1-3, RI.2.9, W.2.6-8, SL.2.2, SL.2.5 Mathematics: MP.2, MP.4-5, 2.NBT.A, 2.NBT.A.3, 2.MD.B.5, 2.MD.D.1	
Career Readiness, Life Literacies, and Key Skills: Creative Thinking and Problem Solving, Communication and Collaboration, Life and Career Skills: -flexibility and adaptability, initiative and self-direction, social skills, productivity and accountability, leadership and responsibility.	
Learning Targets	
NJSLS Standards: RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.4., RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.2, RI.K.5, RI.K.10	
Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;	
Big Idea: We are readers.	
Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> • What can a reader do when meaning breaks down? • How does understanding a text’s structure help me better understand its meaning? 	<ul style="list-style-type: none"> • Readers use strategies to construct meaning. • Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
Unit Learning Targets	
<i>Students will</i>	
<ul style="list-style-type: none"> • Understand the structures and features of nonfiction texts; (RI.K.5) (RI.K.7) • Use strategies before, during, and after reading to enhance comprehension of texts; (RI.K.1) (RI.K.2.) (RI.K.4) (L.K.4) • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; (RI.K.1) (RI.K.2.) (RI.K.4) (L.K.4) • Ask questions to help clarify thinking and deepen understanding. (RI.K.1) (RI.K.2.) (RI.K.7) 	

(RI.K.8)

- Use fix-up strategies when coming upon unfamiliar words. (L.K.4)
- Identify main topic. (RI.K.2)
- Identify key details found in the text that support the main topic with prompting and support. (RI.K.2, RI.K.8)
- Ask and answer questions about key details outlined in the text with prompting and support. (RI.K.1)
- Describe the connection between two individuals, events, ideas or pieces of information in a text. (RI.K.3)
- Identify similarities and differences between two texts on the same topic. (RI.K.9)
- Activate existing background knowledge to help understand text (ex. using schema, front cover, book walk). (RI.K.1)
- Use illustrations to aid understanding of main topic and key details. (RI.K.7)
- Make connections to text and themselves. (RI.K.1)
- Make connections between text and another text. (RI.K.9)
- Identify front cover, back cover, title page to understand the main topic. (RI.K.5)
- Identify the author and illustrator of a story and know the jobs of each. (RI.K.6)
- Ask and answer questions about pictures and text to identify unknown words. (RI.K.4)
- Participate in shared, guided, partner and read aloud reading experiences. (RI.K.10)

Evidence of Learning

Summative Assessment: Running records (miscue analysis) Letter/Sound identification After reading various literary texts, the students will be asked to draw a picture and/or write about their favorite book. *For use with “Nonfiction Reading Assessment for Endangered Animals (level C)” found in digital teacher resources:

Teacher will read brief text introduction to students and then instruct them to read the text independently, or if deemed appropriate, read the text aloud to students. When all of the students have completed the text, read the multiple-choice questions and answer choices aloud and instruct students to circle the correct answers on their answer sheets. It is recommended that the test be administered in small groups since young students will not be familiar with test-taking expectations. It will be important to closely observe their behaviors and untangle any confusions regarding protocols and directions.

Assign students to complete one or more of the Reader Response(s) and/or the Constructed Response. Read aloud the written response prompts and instruct students to use pictures and words to share their thinking.

Formative Assessments:

- Teacher observation
- Student participation
- Rubrics
- Favorite character illustrations
- Connection drawings
- Illustration/Written Responses
- Running Records

- Graphic organizers-retelling
- Graphic organizers-compare and contrast
- Reader's notebook

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals: Lessons 1-12 and mini lessons 1-12 • Week 1 Lesson 1- Exploring Nonfiction; Lesson 2- What We Think We Know....What We Want to Learn • Week 2 Lesson 3- Features that Help Us; Lesson 4- Photos and Words Work Together • Week 3 Lesson 5- Getting to Know You (Biographies); Lesson 6- Questions and Answers • Week 4 Lesson 7- Let's Learn New Words (Unfamiliar Vocabulary in Nonfiction); Lesson 8- What's the Big Idea • Week 5 Mini-Lesson 1- Getting Ready to Read Nonfiction; Mini-Lesson 2- Making Connections; Mini-Lesson 3- Making Pictures Come to Life • Week 6 Mini-Lesson 4- Stop, Think, React; Mini-Lesson 5- I Used to Think...But Now I Know; • Week 7 Mini-Lesson 6- Discovering the Meaning of Words; Mini-Lesson 7- Searching for Information • Week 8 Mini- Lesson 8- Learning as Much as We Can (exploring the back of the book; maps, reference pages etc..) • Week 9- Mini-Lesson 9- The "FUN" in Fun Facts; Mini-Lesson 10- Stories Can Share Facts, Too Modeled and guided practice • Shared reading • Partner reading • Read aloud/Model text • Language Experience charts • Think alouds • Mentor Texts <ul style="list-style-type: none"> • <i>Glow: Animals with Their Own Night-Lights</i> by W.H. Beck • <i>Healthy Habits</i> by Rebecca Weber • <i>How Bees Make Honey</i> by Louise Spilsbury 	<p>8 week - October - December</p>

<ul style="list-style-type: none"> • <i>I See a Kookaburra! Discovering Animal Habitats Around the World</i> by Steve Jenkins and Robin Page • <i>Me....Jane</i> by Patrick McDonnell • <i>What We Wear: Dressing Up Around the World</i> by Maya Ajmera, Elise Hofer Derstine and Cynthia Pon • Shared Texts <ul style="list-style-type: none"> • The Itsy-Bitsy Spider • My Big Book 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p>-Google Classroom -Seesaw -Pear Deck -BrainPOP -Book Creator -Freckle -Raz Kids</p> <ul style="list-style-type: none"> • Two Column Partnership Chart (Digital) • Checklist: Letters and Words <p>Student Forms</p> <ul style="list-style-type: none"> • Word Tile Activity • Book Favorites • Who Am I As a Reader? • Good Reader Award Digital Texts • RAZ Kids • Storyworks <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled Libraries • Reader’s Binders • Sticky Notes • Chart Paper • Book Baggies • Graphic Organizers • Highlighters 	<p>Interactive Reading Illustration Response Written Response Answer comprehension rubrics Story Retellings Question and Response</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify and recognizes three different types of nonfiction texts (reference, literary, and biography) • Recognizes and uses nonfiction text features to gain additional information about various topics or subjects in nonfiction texts (Table of Contents, title, heading, photographs, captions, labels, bold print) • Determine the meaning of unfamiliar words in nonfiction texts by using fix-up strategies • Activates prior knowledge and makes connections before, during and after reading nonfiction texts • Ask and answers questions about key details in texts in order to clarify and understand new information • Compares, contrasts, and identifies the similarities and differences between nonfiction and literary nonfiction • Uses background knowledge, illustrations, and content in order to visualize and deepen understanding on a topic.

- Identifies the main topic

- http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html
- <http://www.wrsd.net/literacy/launch.cfm>
- <http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>
- <http://www.readingrockets.org/article/3479/>
- <http://www.schoolwide.com/zing>
- <http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>
- www.fcrr.org

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- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios: Higher level texts such as Level D and up that address the same enduring understanding of the Launching Unit of Study. Students browse books from bins and to think about and predict the content of the book based on characters or topic illustrations they see on the cover. Write out the sentences from the song, Itsy Bitsy Spider on sentence strips and cut the words apart to create word tiles. Have student(s) work to place the words in order into a pocket chart to create each sentence. You may also use the Appendix

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students
- Scaffolding
- Word walls
- Cooperative learning groups

Readers Workshop - Poetry

Unit Title: Poetry - Reader's Workshop	
<p>Unit Summary: By listening to and reading a variety of poems, students will understand, interpret, appreciate, and enjoy the genre of poetry. Free verse, rhymes, haiku, odes—poetry provides readers and listeners with a chance to experience lyrical musicality. The varying lengths of poems, from just a few lines to many stanzas, make them accessible to people of all ages. The short nature of poetry also makes it a genre that invites reading for pleasure and understanding.</p> <p>This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems.</p>	
<p>Primary Interdisciplinary Connections: Writing, Science, Character Education, Technology ELA: RI.2.1-3, RI.2.9, W.2.6-8, SL.2.2, SL.2.5 Mathematics: MP.2, MP.4-5, 2.NBT.A, 2.NBT.A.3, 2.MD.B.5, 2.MD.D.1</p>	
<p>Career Readiness, Life Literacies, and Key Skills: Creative Thinking and Problem Solving, Communication and Collaboration, Life and Career Skills: -flexibility and adaptability, initiative and self-direction, social skills, productivity and accountability, leadership and responsibility.</p>	
Learning Targets	
<p>NJSLS Standards: RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.4., RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.2, RI.K.5, RI.K.10</p>	
<p>Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;</p>	
<p>Big Idea: We are readers.</p>	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● What is poetry? ● How can we use the structure, look and sound to understand the mood of the poem? ● How does the rhythm, beat and rhyme help us read the poem? ● How does the poet want us to feel when we read a poem? ● How do readers understand poetry? ● How do readers pay attention to important images, phrases, and words to understand the bigger meaning? ● How do readers interpret various poem styles? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language. ● Poetry is a genre. ● Poetry has special features that help us read a poem the way the poet intended for it to sound. ● Poetry incorporates rhythm, beat and rhyme. ● Poetry includes meanings, beats, and rhymes ● Images and phrases help to describe bigger meaning.

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Unit Learning Targets

Students will

- Discover the richness of the genre of poetry; (RL.K.1) (RL.K.5) (RL.K.10) (SL.K.1) (SL.K.6)
- Interpret a variety of poems; (RF.K.4) (RL.K.1) (RL.K.10) (SL.K.1)
- Demonstrate understanding of the organization and basic features of print; (RF.K.1) (RF.K.2 b-d)
- Use personal schema and textual evidence to make predictions and connections; (RF.K.4) (RL.K.10) (SL.K.1) (SL.K.6)
- Ask questions to help clarify thinking and deepen understanding; (RL.K.1) (SL.K.2)
- Use strategies before, during, and after reading to enhance comprehension of poetry; (RF.K.4) (RL.K.1) (RL.K.10) (RL.K.1) (SL.K.2)
- Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; (RF.K.4) (L.K.4)
- Listen for rhythm, rhyme, and patterns; (RF.K.2 b-d)
- Continue to work on fluency; (RF.K.4)
- Apply self-monitoring skills; (RF.K.4) (L.K.4)
- Analyze poems for a variety of literary elements, including elements of structure, figurative language, and other crafting techniques; (RL.K.10) (RL.K.1) (SL.K.2)
- Deepen their understanding of author's purpose as it relates to the genre; (RL.K.10) (RL.K.1) (SL.K.2)
- Interpret words and phrases as they are used in a poem in order to notice and/or discuss how these words and phrases shape meaning and enhance tone; (RF.K.4) (RL.K.10) (RL.K.1) (SL.K.2)
- Recognize qualities that enhance poetry, such as shared observations of the world, messages that are revealed, and opportunities to infer purpose and inspiration; (RL.K.10) (RL.K.1) (SL.K.2)
- Uncover themes and big ideas within and across poems through synthesizing thoughts and ideas; (RF.K.4) (RL.K.10) (SL.K.1) (SL.K.6) (SL.K.6)

Evidence of Learning

Summative Assessment: Running records (miscue analysis) Letter/Sound identification After reading various literary texts, the students will be asked to draw a picture and/or write about their favorite book.

Formative Assessments:

- Teacher observation
- Student participation
- Rubrics
- Favorite character illustrations
- Connection drawings
- Illustration/Written Responses
- Running Records
- Graphic organizers-retelling
- Graphic organizers-compare and contrast
- Reader's notebook

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals: Lessons 1-12 and mini lessons 1-12 • Week 1 Lesson 1- Students will read, explore, and listen to a variety of poetry selections in order to get themselves ready to read, study, and enjoy poetry. • Week 1 Lesson 2 Students will be exposed to different poems and will use their background knowledge in order to predict what they may be about. • Week 2 Students will look at displayed poems and hear poems read aloud to notice how they are read; the features that influence the look and sound of poetry; and how these features are related to the feeling or mood of the poem. • Week 3 Lesson 1 Students will use their personal experiences and questions they wonder about to discover the messages and big ideas found in the poems they read. • Week 3 Lesson 3 Students will act out poems by using inflection, expression, gestures, and movement in order to enhance their understanding and appreciation of the genre of poetry. Mini lesson Readers celebrate poetry by performing poems with energetic gestures and with enthusiastic expression. • Week 4 Lesson 5 Students will think about the descriptive language and creative word choices that poets use and will visualize how they can take simple, ordinary things and make them appear, feel, and sound extraordinary. • Week 7: Students will review the devices that poets use in order to help them understand the meaning and read with expression, volume, phrasing, and pace. • Modeled and guided practice • Shared reading • Partner reading • Read aloud/Model text • Language Experience charts • Think alouds 	<p>8 weeks - March - April</p>

<ul style="list-style-type: none"> ● Mentor Texts ● <i>Read-Aloud Rhymes for the Very Young</i> by Jack Prelutsky (Ed.) ● <i>Eagle Flight</i> by Georgia Heard ● <i>Song of the Dolphin</i> by Georgia Heard ● <i>When I Was a Grown-up and Other Poems</i> by Nicole Hansen ● <i>Lullaby</i> by Georgia Heard ● <i>I See the Moon: Rhymes for Bedtime</i> by Rosalind Beardshaw (Illustrator) ● <i>Dirt on My Shirt: Selected Poems</i> by Jeff Foxworthy ● <i>A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play</i> by Marilyn Singer ● <i>Shout! Little Poems that Roar</i> by Brod Bagert 	
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>
<ul style="list-style-type: none"> -Google Classroom -Seesaw -Pear Deck -BrainPOP -Book Creator -Freckle -Raz Kids ● Two Column Partnership Chart (Digital) ● Checklist: Letters and Words <p>Student Forms</p> <ul style="list-style-type: none"> ● Word Tile Activity ● Book Favorites ● Who Am I As a Reader? ● Good Reader Award Digital Texts ● RAZ Kids ● Storyworks <p>Classroom Library Materials</p> <ul style="list-style-type: none"> ● Leveled Libraries ● Reader's Binders ● Sticky Notes ● Chart Paper ● Book Baggies ● Graphic Organizers ● Highlighters 	<p>Interactive Reading Illustration Response Written Response Answer comprehension rubrics Story Retellings Question and Response</p>

- <http://tc.readingandwritingproject.com/>
- http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html
- <http://www.wrsd.net/literacy/launch.cfm>
- <http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>
- <http://www.readingrockets.org/article/3479/>
- <http://www.schoolwide.com/zing>
- <http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>
- www.fcrr.org

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios: Higher level texts such as Level D and up that address the same enduring understanding of the Launching Unit of Study. Students browse books from bins and to think about and predict the content of the book based on characters or topic illustrations they see on the cover. Write out the sentences from the song, Itsy Bitsy Spider on sentence strips and cut the words apart to create word tiles. Have student(s) work to place the words in order into a pocket chart to create each sentence. You may also use the Appendix

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding

- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups