

English Language Arts

Reading Curriculum

2019

Kindergarten

Montague Township School

Kindergarten Reading Curriculum

Unit Title: Routines: Launching the Reading Workshop
Unit Title: We Are Readers (Unit 1, Lucy Calkins)
Unit Title: Reading Powers (Unit 2, Super Powers, Lucy Calkins)
Unit Title: Developing Strong Readers
Unit 4 : Informational Reading/Poetry

First Grade Reading Curriculum

Unit Title: Launching/Building Good Habits
Unit Title: Reading Nonfiction
Unit Title: Reading Fluency/Comprehension
Unit Title: Retelling / Story Elements

Second Grade Reading Curriculum

Unit Title: Launch (1)
Unit Title: Unit Building Good Habits (2)
Unit Title: Elements of Nonfiction (3)
Unit Title: Building Stamina with Longer & More Complex Texts (4)
Unit Title: Book Clubs (5)
Unit Title: Fairy Tales, Fables, and Folktales

Third Grade Reading Curriculum

Unit Title: Routines: Launching the Reading Workshop
Unit Title: Unit 1 Building a Reading Life
Unit Title: Unit 2 Reading to Learn/Nonfiction
Unit Title: Unit 3 Character Studies
Unit Title: Unit 4 Research Clubs
Unit Title: Unit 5 Learning Through Reading

Fourth Grade Reading Curriculum

Unit Title: Routines: Launching the Reading Workshop
Unit Title: Unit 1 Interpreting Characters: The Heart of the Story
Unit Title: Unit 2: Reading the Weather, Reading the World
Unit Title: Unit 3: Reading History: The American Revolution
Unit Title: Unit 4: Historical Fiction Clubs
Unit Title: Unit 5: Mythology/ Folklore
Unit Title: Unit 6: Poetry, Drama, & Prose

Fifth Grade Reading Curriculum

Unit Title: Launching
Unit Title: Unit 1 Reading Literature - Fifth graders study characters
Unit Title: Historical Fiction Book Clubs
Unit Title: Informational Reading: Reading with a Critical Lens
Unit Title: Cross Genre Reading
Unit Title: Literature: Fantasy Book Clubs

Sixth Grade Reading Curriculum

Unit Title: Agency and Independence- Launching
Unit Title: Character Study - Clubs
Unit Title: Comparing Themes in Literature
Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction
Unit Title: Mixed Genre - Biography
Unit Title: Poetry - Clubs

Unit Title: Unit 6 Poetry (optional unit)

Unit Title: Unit 7 Solving the Mystery	
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<p>Seventh Grade Reading Curriculum .</p> <p>Unit Title: Literature: Launching the Reading Workshop</p> <p>Unit Title: Literature: Launching the Reading Workshop</p> <p>Unit Title: Reading Literature - Exploring themes in Award Winning Novels</p> <p>Unit Title: Multimedia - Research Reading - Studying History</p> <p>Unit Title: Reading Informational Text to Define our Position</p> <p>Unit Title: Poetry</p> <p>Unit Title: Social Issues Book Club</p>	<p>Eighth Grade Reading Curriculum</p> <p>Unit Title: Literature: Launch into Literature and Media</p> <p>Unit Title: Informational Reading as Researchers to take a Position</p> <p>Unit Title: Cross Genre Book Clubs - Historical Readings</p> <p>Unit Title: Literature - Study of Classic Literature</p>
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English Language Arts Mapping Guide

	September	October	November	December	January	February	March	April	May	June
K	Launch)	We are Readers Emergent	We are Readers	Readers Use Strategies	Readers Use Strategies		Stronger	Informational Reading	Informational Reading	Poetry
1	Launch	Building Good Habits	Reading NonFiction	Reading Fluency	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Retelling	Story Elements	Story Elements

2	Launch	Building Good Habits	Building Good Habits	Elements of Non-Fiction	Elements of Non-Fiction	Building Stamina/ Complex Text	Building Stamina/ Complex Text	Book Clubs	Fairy Tales/ Fables/ Folktales	Fairy Tales/ Fables/ Folktales
3	Routines	Building a Reading Life	Reading to Learn NonFiction	Learn/ Nonfiction Character Studies	Character Studies Research Clubs	Research Clubs	Learning Through Reading	Poetry	Solving the Mystery	Solving the Mystery
4	Launch	Interpreting Characters	Interpreting Characters Reading the World	Reading the World	Reading History	Reading History Historical Fiction	Historical Fiction Mythology/ Folk Lore	Mythology/ Folk Lore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch	Reading Literature	Reading Literature/ Historical Fiction	Historical Fiction	Informational Reading	Informational Reading	Cross Genre Reading	Cross Genre Reading	Fantasy Book Clubs	Fantasy Book Clubs
6	Launch Character Study	Character Study/ Comparing Themes	Comparing Themes	Nonfiction Reading, Navigating Expository...	Nonfiction Reading, Navigating Expository...	Nonfiction Reading, Navigating Expository...	Biography	Biography	Poetry Clubs	Poetry Clubs
7	Launch/ Award Winning Novels	Award Winning Novels	Studying History	Studying History	Define Our Position	Define Our Position	Poetry	Poetry	Social Issues Book Clubs	Social Issues Book Clubs
8	Launch into Literature and Media	Literary Interpretation	Literary Interpretation	Reading as Researchers to Take a Position	Reading as Researchers to Take a Position	Cross Genre Book Clubs	Classic Literature	Classic Literature	Poetry	Poetry

	September	October	November	December	January	February	March	April	May	June
K	We are Readers	We are Readers Emergent Reading	Emergent Reading Super Powers	Super Powers	Bigger Books...	Bigger Books... Growing Expertise...	Growing Expertise...	Becoming Avid Readers	Becoming Avid Readers Readers are Resourceful...	Readers are Resourceful...
1	Building Good Reading Habits	Building Good Reading Habits Word Detectives	Word Detectives Learning about the World...	Learning about the World...	Readers Get to Know Characters	Readers Get to Know Characters Readers have Big Jobs To Do	Readers have Big Jobs To Do	Meeting Characters and Learning Lessons	Meeting Characters and Learning Lessons Reading Nonfiction	Reading Nonfiction
2	Second Grade Reading Growth Spurt	Second Grade Reading Growth Spurt	Becoming Experts: Reading Nonfiction	Becoming Experts: Reading Nonfiction	Studying Characters and Their Stories	Bigger Books Mean Amping Up Reading Power	Bigger Books Mean Amping Up Reading Power Reading Nonfiction	Reading Nonfiction	Series Book Clubs	Series Book Clubs
3	Building a Reading Life	Building a Reading Life Mystery...	Mystery... Reading to Learn...	Reading to Learn...	Character Studies	Character Studies	Unit of Choice/Test Prep	Research Clubs...	Research Clubs... Design Your Own Unit/Learning from Countries...	Design Your Own Unit/Learning from Countries...
4	Interpreting Characters	Interpreting Characters Reading the Weather	Reading the Weather Historical Fiction Clubs	Historical Fiction Clubs	Interpretation Book Clubs	Interpretation Book Clubs	Unit of Choice/Test Prep	Reading History...	Reading History... Nonfiction Book Clubs	Nonfiction Book Clubs
5	Interpretation Book Clubs	Interpretation Book Clubs Tackling Complexity	Tackling Complexity Argument and Advocacy	Argument and Advocacy	Reading Like a Fan OR Interpretation Book Clubs...	Reading Like a Fan OR Interpretation Book Clubs...	Unit of Choice/Test Prep	Reading in the Content Area	Reading in the Content Area Fantasy Book Clubs	Fantasy Book Clubs
6	Turning Every Kid Into a Reader-and a Character Analyst	Turning Every Kid Into a Reader-and a Character Analyst	Social Issues Book Clubs	Social Issues Book Clubs	Nonfiction: A Study of Text Complexity	Nonfiction: A Study of Text Complexity	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Book Clubs	Design Your Own Unit/Fantasy Book Clubs Nonfiction Reading Across Text Sets	Nonfiction Reading Across Text Sets

7	Agency and Independence...	Agency and Independence...	Historical Fiction Book Clubs	Historical Fiction Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/How to Eat a Poem	Design Your Own Unit/How to Eat a Poem Nonfiction Book Clubs	Nonfiction Book Clubs
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8	Textual Lineages...	Textual Lineages...	Dystopian Book Clubs	Dystopian Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Nonfiction Author and Craft Study	Nonfiction Author and Craft Study Design Your Own Unit/Approaching Classics...	Design Your Own Unit/Approaching Classics...
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Kindergarten Reading Curriculum

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Kindergarten	
Unit Title: Routines: Launching the Reading Workshop	September

Unit Title: We Are Readers	October-November
Unit Title: Readers Use Strategies to Read	December-January
Unit Title: We Become Stronger Readers	February-March
Unit Title: Informational Reading/Poetry	April-June

Unit Title: Routines: Launching the Reading Workshop	Grade Level: Kindergarten	Time Frame: September
Standards: Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.4, RL.K.10 Reading Standards: Foundational Skills: RF.K.1 Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, Language Standards: L.K.6		
Essential Questions: <ul style="list-style-type: none"> • How do readers build good habits? • How does building routines help us in the classroom? • Why is it important to know how to work on our own and with others? 	Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Readers build good reading habits. • Readers follow Reading Workshop routines/procedures • Readers engage in reading activities independently and with a partner 	

<p>Skills:</p> <ul style="list-style-type: none"> ● Concepts of Print and Print Awareness ● Book handling ● Parts of a book (front cover, title page, back cover) ● Preview text / formulate questions ● Listen for purpose ● Speak clearly/develop oral language ● Participate in collaborative conversations (partner share) 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> ● Informal assessment/notes-checklist ● Conference Notes ● Anecdotal Notes ● Small Group Observations <p>Summative</p> <ul style="list-style-type: none"> ● Teacher Created Assessments <p>Benchmark</p> <ul style="list-style-type: none"> ● MAP/STAR360 <p>Alternative</p> <ul style="list-style-type: none"> ● Teacher Created Assessments 	
<p>Mentor Texts:</p> <p><u>Are You My Mother</u> by PD Eastman <u>Corduroy</u> by Don Freeman <u>The Gingerbread Man</u> - Folktales <u>Kissing Hand</u> by Audrey Penn</p>	<p>Structures:</p> <ul style="list-style-type: none"> ● Read Aloud ● Shared Reading ● Reading Workshop ● Conferring ● Partner Talk/ Reading ● Mid Workshop Teaching ● Point/ 	<ul style="list-style-type: none"> ● Small Group Work ● Guide Reading ● Strategy Lessons

<p>Resources:</p> <p>**Refer to first 25 days to reading workshop*</p> <p>Book Basket Books Read aloud Anchor charts</p>	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> ● Small group/One to one ● Additional time ● Review of directions ● Student provides oral responses ● Quiet space to calm down/relax 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> ● Small group/One to one ● Student restates information ● Concrete examples ● Assistance in maintaining uncluttered space ● Alternate quiet and active time
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<p>Interdisciplinary Connections:</p> <p>Social Studies</p> <ul style="list-style-type: none"> ● learning how to follow rules and contribute to the school community ● Act out stories to demonstrate comprehension ● Make up songs, using familiar tunes, to remember routines and strategies (Eg. to the tune of "Row Your Boat"- "Get out your book basket, let's meet at the rug! We'll read alone, and then together, let's not be a slug!") <p>Technology</p> <ul style="list-style-type: none"> ● Stamp patterns in KidPix and make a class book in youpublisher.com <p>Media Literacy</p> <ul style="list-style-type: none"> ● Using print media (books, newspapers, magazines) to practice reading and comprehension skills. ● Read books about students across cultures sharing their school and literacy experiences. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) ● 9.4.2.DC.2: Explain the importance of respecting digital content of others. ● 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). ● 9.4.2.TL.2: Create a document using a word processing application. ● 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. ● 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<ul style="list-style-type: none"> ● Preferential seating ● Reduction of distractions ● Follow a routine/schedule ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task ● Rest breaks ● Immediate feedback ● Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Student provides oral responses ● Assistance in maintaining uncluttered space ● Alternate quiet and active time ● Preferential seating ● Reduction of distractions ● Follow a routine/schedule ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task ● Space for movement and breaks ● Work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> ● Support with graphics ● Tiered Vocabulary ● Dictionary, Native lang to English ● Additional time ● Review of directions ● Support auditory presentations with visuals ● Hands-on activities ● Verbal and visual cues regarding directions and staying on task ● Books on Tape 	<ul style="list-style-type: none"> ● Quiet space to calm down/relax ● Preferential seating ● Reduction of distractions ● Follow a routine/schedule ● Teach time management skills ● Varied choice of activity ● Peer mentor ● Checklists ● Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects <p>Motivational Strategies:</p>
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<ul style="list-style-type: none"> • Invite students in your class to share some books or cultural traditions and experiences. 			<ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned
<p>Technology Integration</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher's support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work 			<p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
<p>Unit Title: Routines: Launching the Reading Workshop</p>	<p>Grade Level: Kindergarten</p>	<p>Time Frame: September</p>	

Goals	Suggested Mini lessons	Teacher's Notes/Ideas
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<p><input type="checkbox"/> Readers build good reading habits</p>	<p><input type="checkbox"/> Readers handle books with care and respect. When we read a book we:</p> <ul style="list-style-type: none"> o Hold the book by the spine o Turn the pages carefully from the corners o Close the book when we finish o Put the book away gently, making sure pages are not bent o Let the teacher know if a book is damaged so it can be repaired right away o Readers use classroom library properly. 	<p>Create Anchor Chart for Book Handling</p>
<p><input type="checkbox"/> Readers follow Reading Workshop routines and procedures.</p>	<ul style="list-style-type: none"> • Readers follow routines during the reading workshop • Gathering Space for minilessons and Read- Aloud • Sing Gathering Song (Lucy Calkins, We are Readers, Unit 1, pg. 2) • Readers stay focused on one location. • Readers read the whole time. • Hold the book right side up • Keep our eyes on the book • Read the book from the front to the back • We do our best not to disturb other readers • Readers build stamina. • We set reading goals for how long we want to read and we add to that time as time goes on • How to choose a "Just Right" book to read to self • The book is interesting to you • You know some of most of the words • You can understand what you are reading • You could tell about the book 	<ul style="list-style-type: none"> *Create class stamina graph. *Picture read/retell/read words *Anchor charts

<p><input type="checkbox"/> Readers engage in reading activities independently and with a partner.</p>	<ul style="list-style-type: none"> • Readers have ideas about books and share o <ul style="list-style-type: none"> o We share our favorite books o o We share who reads with us o o We share where we read o We share the kinds of books we like to read • Model 3 ways to read a book. (Done over the course of three days. First 25 Days) • Readers turn and talk with to a partner o <ul style="list-style-type: none"> o Listen to the teacher’s question o o Turn to shoulder partner o o Keep eyes on your partner o Discuss and share your answer to the question o o Build on each other’s ideas • Readers read with partners o Sit elbow to elbow, knee to knee (EEKK) o Use a soft voice o Read the entire time o Stay in one spot o Get started right away o Check for understanding 	<p>*Anchor charts</p>
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<p>Unit Title: We Are Readers (Unit 1, Lucy Calkins)</p>	<p>Grade Level: Kindergarten</p>	<p>Time Frame: October-November</p>
<p>Standards: Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10 Reading Standards for Informational Text: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.K.10 Reading Standards: Foundational Skills: RF.K.1, RF.K.2, RF.K.3, RF.K.4 Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.4, SL.K.6 Writing Standards: W.K.2, W.K.3, W.K.8 Language Standards: L.K.1, L.K.4, L.K.6</p>		
<p>Essential Questions:</p> <p><input type="checkbox"/> How does reading books help us to learn about the world around us?</p>	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers learn about the world around them using environmental print and books • Readers read familiar books to learn to read 	

Skills: <ul style="list-style-type: none"> • Identify parts of a book • Identify information parts of books provide • Sound letter relationships • Silent reading for increasing time • Decode • Environmental Print 	<ul style="list-style-type: none"> • Structure, Meaning, Visual cues • Preview Text • Predict/Retell • Activate and use prior knowledge • Ask and answer questions • Speak with purpose 	Demonstration of Learning/Assessment Evidence: Formative <ul style="list-style-type: none"> • Informal assessment/notes-checklist • Conference Notes • Anecdotal Notes Summative <ul style="list-style-type: none"> • Small Group Observations
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		<ul style="list-style-type: none"> • Teacher Created Assessments Benchmark <ul style="list-style-type: none"> • MAP/STAR360 Alternative <ul style="list-style-type: none"> • Teacher Created Assessments 	
Mentor Texts: The Carrot Seed Mrs. Wishy-Washy Caps for Sale Three Billy Goats Gruff Harry the Dirty Dog The Beetle Alphabet Book Nursery rhymes	Structures: <ul style="list-style-type: none"> • Read Aloud • Shared Reading 	<input type="checkbox"/> Reading Workshop o Conferring o Partner Talk/ Reading o Mid Workshop Teaching Point/Teacher Share o Small Group Work <ul style="list-style-type: none"> ▪ Guide Reading ▪ Strategy Lessons 	
Resources: *Unit 1-We are Readers* Lucy Calkins Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts	Integrated Modifications/Accommodations: Special Education <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses 	At Risk of School Failure <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time 	

<p>Interdisciplinary Connections: Social Studies; learn about the school community and community helpers</p> <p>Science: investigate areas that demonstrate the basic needs of humans</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks 	<ul style="list-style-type: none"> • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area
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		<ul style="list-style-type: none">• work in progress check English Language Learners <ul style="list-style-type: none">• Support with graphics• Tiered Vocabulary• Dictionary, Native lang to English• Additional time• Review of directions• Support auditory presentations with visuals• Hands-on activities• Verbal and visual cues regarding directions and staying on task• Books on Tape	<ul style="list-style-type: none">• Provide independent learning opportunities Use advanced supplementary/reading materials• Encourage the use of creativity• Ask higher level questions• Provide opportunities to develop depth and breadth of knowledge in a subject area Organizational/Behavioral Strategies: <ul style="list-style-type: none">• Use a Study Contract for student to achieve outcomes• Use a Learning Log for independent or
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<p>Technology Integration</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher’s support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product 		<p>outside learning</p> <ul style="list-style-type: none"> • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to ‘buy’ time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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<ul style="list-style-type: none"> • Explain how using a tool aids in reducing work 		
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<p>Unit Title: We Are Readers</p>	<p>Grade Level: Kindergarten</p>	<p>Time Frame: October-November</p>
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Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>1. Readers learn about the world around them using environmental print and books</p>	<ul style="list-style-type: none"> • Readers read the world around them by recognizing names and signs, and directions and songs. <ul style="list-style-type: none"> o We can look o We can think o We can read • Readers use books to help them learn about the world. We look through the book and think about what it could be about. We look at the details of the pictures to help us learn about the topic. <ul style="list-style-type: none"> o We can look o We can think o We can read o We can learn • Readers read to self and with a partner <ul style="list-style-type: none"> o Intro See-Saw Reading o Review anchor chart for partner reading • Readers read from start to finish, beginning with the cover of the book, turning to the first page and then the next, working our way towards the end. • Readers reread emergent books. (Lesson spans 2-3 days) <ul style="list-style-type: none"> o We reread to see if we missed anything the first time o We reread to put all the pages of the book together to help us better understand • Readers will understand that rereading and using pictures will help them to learn words. <ul style="list-style-type: none"> o Readers use the pictures to help them find the matching words on the page. They think what letter the word might start with and find that word on the page. • Readers learn how to model teacher reading. 	<p>*Environmental print *Anchor charts— pictures walk *Refer to “Guide to Reading Workshop” by Lucy Calkins</p> <p>Teachers-make note of the supporting management and concepts of print(pages 21-22</p>

<p>2. Readers read familiar books to learn to read</p>	<ul style="list-style-type: none"> • Readers can read familiar stories they have heard many times independently o We look at the pictures, remember and read □ Readers make words and pictures match. • Readers use favorite storybooks to read. • Readers use exact “character” words to help read the story. o We talk like the character • Readers use favorite storybooks to retell. • Readers use “words” to retell. (Lesson spans for 2 days) o Readers sometimes remember more about the story, which means we can add to what we are reading • Readers remember some of the exact words from the story and find those words. Readers point to those words and read some of them. • Readers will share favorite storybooks with partners. o Favorite part, funny part, confusing part or a word to share 	<p>*Three Billy Goats Gruff *Anchor charts</p> <p>*Refer to pg. 94 “We Are Readers”</p> <p>Teachers-make note of the Read-Aloud and Shared reading section pgs. 114-130</p>
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<p>Unit Title: Reading Powers (Unit 2, Super Powers, Lucy Calkins)</p>	<p>Grade Level: Kindergarten</p>	<p>Time Frame: December-January</p>
<p>Standards: Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10 Reading Standards for Informational Text RI.K.4, RI.K.7 Reading Standards: Foundational Skills: RF.K.1, RF.K.2, RF.K.3, RF.K.4 Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.4, SL.K.6 Writing Standards: W.K.2, W.K.3 Language Standards: L.K.1,L.K.2 L.K.4, L.K.6</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can the pictures help us learn to read the words on a page? • What are some things readers can try to do when we come across a word we don’t know? • Why is it important to match our voice to the story? 	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers learn how to look, point, and read. • Readers use different reading strategies to help read the words on a page. • Readers practice reading smoothly with voice 	

Skills: <ul style="list-style-type: none"> • One-to-one correspondence between oral and written words • Sound letter relationship • One syllable sight words • Predict Identify and isolate initial sound 	<ul style="list-style-type: none"> • Fluency • Decode words with common word parts • Voice • Retell • Ask/Answer questions 	Demonstration of Learning/Assessment Evidence: Formative <ul style="list-style-type: none"> • Informal assessment/notes-checklist • Conference Notes • Anecdotal Notes • Small Group Observations Summative <ul style="list-style-type: none"> • Teacher Created Assessments
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		Benchmark <ul style="list-style-type: none"> • MAP/STAR360 Alternative <ul style="list-style-type: none"> • Teacher Created Assessments • Running Record 	
Mentor Texts: So Much by Trish Cooke Brown Bear Brown Bear... The Family Book It's Ok To Be Different	Structures: <ul style="list-style-type: none"> • Read Aloud • Shared Reading 	<input type="checkbox"/> Reading Workshop o Conferring o Partner Talk/ Reading o Mid Workshop Teaching Point/Teacher Share o Small Group Work <ul style="list-style-type: none"> ▪ Guide Reading ▪ Strategy Lessons 	
Resources: *Unit 2-Super Powers* Lucy Calkins Snap Words Figure 7-2 Book Basket Books Read aloud Pattern Books Anchor charts Word Wall	Integrated Modifications and Accommodations: Special Education <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions 	At Risk of School Failure <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions 	

<p>Cross Curricular Connections: Social Studies - (All About Me) students identify the differences in themselves and others. Students recognize communication can vary in needs and ideas.</p> <p>Math - Students compare attributes, classify and describe elements in pattern books.</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<ul style="list-style-type: none"> • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks 	<ul style="list-style-type: none"> • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area
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		<ul style="list-style-type: none"> • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tapes 	<ul style="list-style-type: none"> • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
<p>Technology Integration</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application 			

<ul style="list-style-type: none"> • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher’s support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • <p>Explain how using a tool aids in reducing work</p>				
Unit Title: Reading Powers		Grade Level: Kindergarten	Time Frame: December-January	
Goals	Suggested Mini lessons		Teacher’s Notes/Ideas	
<input type="checkbox"/> Readers learn how to look, point, and read.	<ul style="list-style-type: none"> • Readers start from left and move to the right, pointing under each word as we say it • Readers point to every word on the page to make sure it matches the words we say When we stop reading, there cannot be any words left over or any extra words coming out of our mouth (Text/Picture) • Readers know that every word gets one tap (point) including the longer words • Readers recognize “Sight Words/Snap Words” to read the word quickly • Readers use partners to help check and read words 		<ul style="list-style-type: none"> *Anchor charts – We are Super Readers *Brown Bear, Brown Bear.... *Refer to Unit 2 pg. 24 by Lucy Calkins *Beanie Baby” Strategies 	

<p>☐ Readers use different reading strategies to help read the words on a page.</p>	<ul style="list-style-type: none"> • Readers don't let longer words defeat them. We use pictures to help us figure out the words. We try to use that word in the sentence to see if it makes sense. • Readers can remember sight words (snap words). We look, read, spell, write, look, read to help us remember. (Refer to list of "Snap Words" pg. 46 Figure7-2) • Readers get their lips ready to sound out unfamiliar words. We think to ourselves, does that sounds right? <ul style="list-style-type: none"> o Readers recognize initial sound of words and think about what makes sense. • Readers try many strategies when they are stuck on a word. Readers reference skills they know and try different ones until they figure out the word. (Refer to Super Readers Anchor Chart) • Readers celebrate all that they know. 	<p>*Anchor Charts *Use Level A books for demonstration of picture to predict unknown word pg. 3945 Unit 2 Lucy Calkins Teachers: When assessing students reading abilities during running records, analyze what they do most of: Meaning, Structure, Visual</p>
<p>☐ Readers practice reading smoothly with voice</p>	<ul style="list-style-type: none"> • Readers read and read again to become smooth readers. (Read around the room.) • Readers use pattern books to read faster and smoother • Readers use punctuation to help with our reading voice. We make our voice match what the feeling. (Spans between two days) • Readers bring books to life by using book talk with a partner. We introduce the book to our partner and talk about the book. (Spans 2-3 days) • Readers celebrate the books they know and love by giving the gift of reading to others. 	<p>*Anchor Charts -PG 67 *Refer to Figure 11-1,11-2 *Class books/Chants *Book: "Carla's Big Splash" by Kimberly Beckley *Anchor charts pg 88 fig15-2, fig 15-3</p>

<p>Unit Title: Developing Strong Readers</p>	<p>Grade Level: Kindergarten</p>	<p>Time Frame: February-March</p>
<p>Standards: Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10 Reading Standards: Foundational Skills: RF.K.1, RF.K.2, RF.K.3, RF.K.4 Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.4, SL.K.6 Writing Standards: W.K.2, W.K.3 Language Standards: L.K.1,L.K.2 L.K.4, L.K.6</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers use text with pictures to read? • How to use reading strategies to read? • How do readers use fluency? 	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers use different strategies to read harder books • Readers use letters and sounds to help solve tricky words • Readers use different reading strategies when reading books that break away from patterns. 	

<p>Skills:</p> <ul style="list-style-type: none"> • Letter-Sound relationship • Decode/Blend • Fluency • Understand Text Vocabulary • Ask/ Answer Questions • Predict • Retell 	<ul style="list-style-type: none"> • Story Structure • Beginning, Middle, End • Setting • Phrasing/Pitch • Participate in conversations about books • Visualize 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Informal assessment/notes-checklist • Conference Notes • Anecdotal Notes <ul style="list-style-type: none"> • Small Group Observations • Running Record <p>Summative</p> <ul style="list-style-type: none"> • Teacher Created Assessments • Running Record <p>Benchmark</p> <ul style="list-style-type: none"> • MAP/STAR360 <p>Alternative</p> <ul style="list-style-type: none"> • Teacher Created Assessments 	
<p>Mentor Texts:</p> <p>Dragonflies Mouse Has Fun Can you see the eggs? Wake Up, Dad! My Bug Box Oh the Places You Will Go by Dr. Seuss</p>	<p>Mentor Texts:</p> <p>Ethan’s Cat by Joanna Hurwitz Various types of alphabet book Pete the Cat and His Four Groovy Buttons by Eric Litwin</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Read Aloud • Shared Reading 	<ul style="list-style-type: none"> □ Reading Workshop o Conferring o Partner Talk/ Reading o Mid Workshop Teaching Point/Teacher Share o Small Group Work <ul style="list-style-type: none"> ▪ Guide Reading ▪ Strategy Lessons
<p>Resources:</p> <p>*Unit 3-Bigger Books, Bigger Reading Muscles* Lucy Calkins Snap Words Book Basket Read aloud Pattern Books Anchor charts—Nursery Rhymes –Online digital resources Word Wall</p>	<p>Integrated Modifications and Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax 		<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax

<p>Cross Curricular Connections: Math: count (tap out) syllables to decode larger words.</p> <p>Social Studies: read nonfiction texts on our nation and geography. Examine fiction and non-fiction stories about trees and seasons, the five senses, and communities</p> <p>Technology</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<ul style="list-style-type: none"> • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one 	<ul style="list-style-type: none"> • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p>
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<ul style="list-style-type: none"> • Create a class slideshow using digital photos about the topics we love to read about. <p>Media Literacy</p> <ul style="list-style-type: none"> • Using print media (books, newspapers, magazines) to practice reading and comprehension skills. 		<ul style="list-style-type: none"> • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tapes 	<ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
<p>Technology Integration:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities 			

<ul style="list-style-type: none"> Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools Use the internet to explore and investigate questions with teacher’s support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> Identify how technology impacts or improves life Brainstorm ideas on how to solve a problem or build a product <p>Explain how using a tool aids in reducing work</p>		
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Unit Title: Developing Strong Readers	Grade Level: Kindergarten	Time Frame: February-March
Goals	Suggested Mini lessons	Teacher’s Notes/Ideas
<p>1. Readers use different strategies to read harder pattern books</p>	<ul style="list-style-type: none"> Readers can identify easier books and harder books by looking closely at the pages. <ul style="list-style-type: none"> Anchor Chart- Challenging Books Have... Readers read patterns to help read almost every page. Readers figure out the pattern to help read more words on the page Readers notice changing words in the pattern. When the pattern changes, we use our super reading powers to help us figure out the changing words. □ Readers monitor their reading and ask does it make sense/sound right? Readers predict ending of pattern book and have a better understanding of what the whole book is about, from start to finish. 	<ul style="list-style-type: none"> *Anchor charts *Compose class pattern books (interactive writing) *Running Records Fig 3-1 pg18 *Fig 4-1 pg24

<p>2. Readers use letters and sound to help solve tricky words.</p>	<ul style="list-style-type: none"> • Readers use letters sounds and match it with the picture. We think about what the word could be and match it to the beginning sound. If the first try doesn't work we think of another word that might make more sense. • Readers use letters sounds to solve unknown words. • Readers use letter chunks to read unknown words. • Readers decode from beginning to end of a tricky word. • Readers preview a reading page looking for words we know and can read in a "snap". • Readers monitor reading for comprehension. 	<p>*refer to "Lips the Fish" *ABC books *Chunky Monkey" *Blends/diagraphs pg. 62</p>
<p>3. Readers use different reading strategies when reading books that break away from patterns.</p>	<ul style="list-style-type: none"> • Readers use the whole picture to tell about the page. • Readers use high frequency words to read less patterned books. (Span 2 days) • Readers come across snap words that may have changed a bit (inflected endings). We take a closer look at the word and see if it is a snap word. (example, playing- we know the word play and then make it make sense in the sentence) • Readers use what they know to make predictions. • Readers reread to bring books to life. • Readers think and talk about books. 	<p>*"Eagle Eye" *Snap words *Anchor charts</p>

Standards:

Reading Standards for Literature:	RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10
Reading Standards for Informational Text:	RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
Reading Standards: Foundational Skills:	RF.K.1, RF.K.2, RF.K.3, RF.K.4
Speaking and Listening Standards:	SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6

Writing Standards:	W.K.2, W.K.3, W.K.7, W.K.8
Language Standards:	L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Essential Questions:

- How can a love for reading help you be a better student?
- How do readers read and think about informational text?
- How is a poem a lot like a song?

Unit Goals/Enduring Understandings:

- Readers become avid readers
- Readers understand informational text provides information about a topic
- Readers read poetry, recognizing rhymes and patterns, tone and feeling

<p>Skills:</p> <ul style="list-style-type: none"> • Fiction/nonfiction text <input type="checkbox"/> Recall/Retell • Identify characteristics of <input type="checkbox"/> Visualize poetry <ul style="list-style-type: none"> <input type="checkbox"/> Fluency • Support ideas with text Character Traits evidence (teacher supported) • Connections 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Informal assessment/notes-checklist • Conference Notes • Anecdotal Notes • Small Group Observations • Running Record <p>Summative</p> <ul style="list-style-type: none"> • Teacher Created Assessments • running Record <p>Benchmark</p> <ul style="list-style-type: none"> • MAP/STAR360 <p>Alternative</p> <ul style="list-style-type: none"> • Teacher Created Assessments 	
<p>Mentor Texts:</p> <p><u>Carrot Seed</u> by Ruth Krauss</p> <p><u>Billy Goats Gruff</u> - Folktale</p> <p><u>Dragonflies</u> by</p> <p><u>Honey Bees</u></p> <p><u>Not Norman</u>(A Goldfish Fish) by Kelly Bennett</p> <p>The Little Engine that Could</p> <p>*Poetry of choice</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Read Aloud • Shared Reading 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Workshop o <ul style="list-style-type: none"> Conferring o Partner Talk/ Reading o Mid Workshop Teaching Point/Teacher Share o Small Group Work <ul style="list-style-type: none"> ▪ Guide Reading ▪ Strategy Lessons

<p>Resources:</p> <p>*Unit 4-Becoming Avid Readers* Lucy Calkins</p> <p>Snap Words</p> <p>Book Basket</p> <p>Books</p> <p>Read aloud</p> <p>Informational test & Poetry</p> <p>Anchor charts</p> <p>Online digital resources</p> <p>Word Wall</p>	<p>Integrated Modifications and Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule
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<p>Cross Curricular Connections:</p> <p>Math</p> <ul style="list-style-type: none"> ● Graphing favorite Star books or favorite characters from star books. <p>Technology</p> <ul style="list-style-type: none"> ● Create pod-casts of students retelling old favorite books. <p>Media Literacy</p> <ul style="list-style-type: none"> ● Using print media (books, newspapers, magazines) to practice reading and comprehension skills. ● Read multicultural versions of emergent story books ex. Spanish version of The Three Bears, Goodnight Moon, etc. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) ● 9.4.2.DC.2: Explain the importance of respecting digital content of others. ● 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). ● 9.4.2.TL.2: Create a document using a word processing application. ● 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. ● 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<ul style="list-style-type: none"> ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task ● Rest breaks ● Immediate feedback ● Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> ● Small group/One to one ● Large print textbooks ● Additional time ● Student provides oral responses ● Assistance in maintaining uncluttered space ● Alternate quiet and active time ● Preferential seating ● Reduction of distractions ● Follow a routine/schedule ● Teach time management skills ● Verbal and visual cues regarding directions and staying on task ● Space for movement and breaks ● work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> ● Support with graphics ● Tiered Vocabulary ● Dictionary, Native lang to English ● Additional time ● Review of directions ● Support auditory presentations with visuals ● Hands-on activities ● Verbal and visual cues regarding directions and staying on task ● Books on Tapes 	<ul style="list-style-type: none"> ● Teach time management skills ● Varied choice of activity ● Peer mentor ● Checklists ● Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> ● Provide fewer drill and practice activities when material is learned
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<p>Technology Integration: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher’s support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • <p>Explain how using a tool aids in reducing work</p>		<p>learning the content</p> <ul style="list-style-type: none"> • Allow the student to ‘buy’ time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom <p>Allow independent use of library</p>
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Unit 4: Informational Reading/Poetry	Grade Level: Kindergarten	Time Frame: April-June
Goals	Suggested Mini lessons	Teacher’s Notes/Ideas

<p>1. Readers become avid readers.</p>	<ul style="list-style-type: none"> • Readers understand what “avid” means. <ul style="list-style-type: none"> o Read a lot! o Find places everywhere to read o Keeps a stack of books-in-waiting o Can’t stop reading o Really pay attention to the book • Readers react to stories and pair share. • Readers record their thoughts about books. We can use post-its and write or draw our thoughts about that part. • Readers describe what a character might be feeling in detail. We use precise and just right words to describe what we mean. • Readers set individual goals, focusing on strategies that are used least often over those that we use more often. • Readers understand that reading is like pretending. We imagine what it might look like in our mind. We make a movie from what we read in a book. 	<ul style="list-style-type: none"> *Anchor charts *Reading Journal *Not Norman *Reading Playdates
<p>2. Readers understand informational text provides information about a topic</p>	<ul style="list-style-type: none"> • Readers get their mind ready for informational text. We think to ourselves; What kind of book is this? Can I learn something from this book? • Readers use “descriptive” words to sound like an expert. We hold onto what we read so that we could tell others about it. • Reader’s pair share on informational text. • Readers find books related to personal topic of interest. • Readers compare and contrast. • Readers pretend and act out nonfiction. 	<ul style="list-style-type: none"> *Video Clips (refer to pg54) *Refer to vowel word work
<p>3. Readers read poetry, recognizing rhymes and patterns, tone and feeling.</p>	<ul style="list-style-type: none"> • Readers read for meaning and rhythm. • Readers understand felling/meaning of a poem. • Readers create poems with sound patterns. 	<ul style="list-style-type: none"> *Itsy Bitsy Spider *Anchor charts on poems pg. 91