

Curriculum Map

*The First Thirty Days
Readers Workshop
Kindergarten*

Revised 2008
Revised 2009

Holyoke Public Schools

prepared by

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August, 2007**

The First Thirty Days (America's Choice, 2005) for kindergarten introduces the **Readers Workshop**. The First Thirty Days will most likely cover a 6 week time span in kindergarten due to screening and assessment that typically takes place during the first two weeks of kindergarten in the Holyoke Public Schools. Lessons introduced and modeled will be reviewed, revisited, and/or repeated throughout the year based on the needs of the students. This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards, MA ELPBO/English Language Proficiency Benchmarks and Outcomes, and NCEE Performance Standards.

Overview

The First Thirty Days/Readers Workshop is designed with these concepts in mind:

- Lessons move from the simple to the complex.
- Lessons demonstrate the strategies used by good readers.
- Lessons are based on performance standards and companion content standards.
- Teachers engage in modeling shared reading and reading aloud.
- Students observe and learn appropriate reading behaviors.
- Students have daily opportunities to read, to practice reading strategies independently, and to discuss books and reading strategies.
- Teachers have the flexibility to use books and texts that are available to them and meet the goals of the lessons.
- Attribute charts and rubrics are developed and added onto and used as a resource for learning.

One of the most critical aspects of the Reader's Workshop is the student's growing ability to develop strategies for accessing help when needed while moving towards independent work habits. The teacher will need model and reinforce possible strategies for getting help during the Reading Workshop such as asking a friend, asking another adult, or waiting until help is available.

To implement The First Thirty Days of Readers Workshop, teachers will need a wide variety of age appropriate texts, trade books, and Big Books. Many Holyoke elementary schools have well established literacy closets with leveled texts that can be used effectively in this model. Kindergarten classrooms will also need chart paper, markers, sticky notes, and highlighter tape during the Readers Workshop.

Five Essential Practices for ELL Learners *(America's Choice, Teaching English Language Learners, Literacy)*

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document. Strategies for teaching ELL students have been included as part of good teaching practice in maps. They are noted by italics such as : *Students may use language frames such as "That reminds me of _____." or "I liked _____." to enhance discussion.* Please note that these strategies are good practice for all learners.

MA Curriculum Frameworks/ ELA Standards First Thirty Days, Readers Workshop, K

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.

Reading and Literature Strand

- 7.1 Demonstrate understanding of the forms and functions of written English:
 - recognize that printed materials provide information or entertaining stories
 - know how to handle a book and turn the pages
 - identify the covers and title page of a book
 - recognize that, in English, print moves left to right across the page and from top to bottom
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
 - understand that a sound is a phoneme, or one distinct sound
 - understand that words are made up of one or more syllables
 - recognize and produce rhyming words
 - identify the initial, medial, and final sounds of a word
 - blend sounds to make words
- 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
 - know that there is a link between letters and sounds
 - recognize letter-sound matches by naming and identifying each letter of the alphabet
 - understand that written words are composed of letters that represent sounds
 - use letter-sound matches to decode simple words
- 8.1 Make predictions using prior knowledge, pictures, and text.
- 8.2 Retell a main event from a story heard or read.
- 8.3 Ask questions about the important characters, settings, and events.
- 13.5 Restate main ideas and important facts from a text heard or read.

Composition Strand

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

English Language Proficiency Domains and General Learning Outcomes MA DOE

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

NCEE Performance Standards First Thirty Days, Readers Workshop, K

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about what they are reading.
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognizes and names most letters.
- Recognizes and says the common sounds of most letters.
- Writes a letter that goes with a spoken sound.
- Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence.

Phonemic Awareness

- Produce rhyming words and recognize pairs of rhyming words.
- Isolate initial consonants in single syllable words.
- Identify the onset and rime in a single syllable word when pronounced.
- Begin to fully separate the onset and rime by saying the sound aloud.
- Blend onset and rimes to form words.
- Begin to blend separately spoken phonemes to make a meaningful one syllable word.

Reading Words

- Use knowledge of letter sounds to figure out a few simple regularly spelled, single syllable words.
- Read simple text containing familiar letter sound correspondences and high frequency words.
- Read some words on their own including about 20 high frequency words.

Reading Standard 2/Getting the Meaning

Accuracy and Fluency

- Read Level B books that have been previewed, attending to each word in sequence and getting most correct.
- Read emergently – “reread” a favorite story recreating text with fluent intonation and phrasing.
- Show an understanding that print controls what is said through verbal statements and occasional pointing.

Self Monitoring and Self Correcting Strategies

When rereading a familiar book at the end of kindergarten, children should be able to self monitor and correct to determine that:

- They are looking at the correct page.
- They are pointing to the word that they are saying.
- What they read makes sense.

When listening to a book read aloud, children leaving kindergarten should be able to:

- Ask why a character would do that.
- Say they don't understand something.
- Say the character did that because....

Comprehension

By the end of kindergarten, children should be able to:

- Retell a story in their own words.
- Reinact a story in correct sequence.
- Respond to simple questions about book content.
- Create artwork or written response that shows story comprehension.
- Use knowledge from own experience to make sense of and talk about text.
- Make predictions based on illustrations.

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction.
- Be able to follow text with a finger, pointing to each word read.
- Pay attention to what words read are saying.

Discussing Books

- Give reactions to a book read with backup reasons.
- Listen carefully to each other.
- Relate their contributions to what others have said.
- Ask each other to clarify things they say.
- Use newly learned vocabulary.

First Thirty Days

1. Beginning Readers Workshop

Teacher will need to prepare classroom environment ahead of time by having:

- *clearly defined meeting area*
- *chart with a schedule and description of sections of Readers Workshop*
- *book baskets or book bags ready to use at student worktables*
- *established signal to call students together*

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO Listening and Speaking

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about what they are reading.
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction.
- Be able to follow text with a finger, pointing to each word read.
- Pay attention to what words read are saying.

Discussing Books

- Give reactions to a book read with backup reasons.
- Listen carefully to each other.
- Relate their contributions to what others have said.
- Ask each other to clarify things they say.
- Use newly learned vocabulary.

Students will begin to establish the rituals and routines of Readers Workshop as part of the kindergarten classroom community.

Opening

- Teacher will designate the procedure for students to sit together for opening and closing meeting of Readers Workshop emphasizing practicing the school behavior of sitting quietly so that everyone can see and everyone can learn.
- Teacher will explain how the Readers Workshop schedule will be followed daily.
- Teacher will model the **Opening Meeting** procedure and explain that daily we will read a story aloud or together during this time.
- Teacher will explain the **Work Period** as a time when students will read daily independently or sometimes with a friend. During the Work Period the teacher may be conferencing with students or leading Guided Reading Groups. During this time, teacher will help students learn how to select “just right” books for them to read. Students will learn to keep a log of books read during Work Period.
- Teacher will explain the **Closing Meeting** as the time of the Reading Workshop when class will gather together and talk about reading. Individual students will use the Reader’s Chair to share strategies and discoveries with the whole group.

Work Period

- Students will tour classroom and visit places in the room that will be used for Readers Workshop.
- Students will practice the Work Period by reading independently for 5-10 minutes.

Closing

- Students will gather in the meeting area, review the purposes of Closing Meeting, and share something they have learned or ask clarifying questions about Readers Workshop. Teacher will record thoughts on chart, ***Routines of Reader’s Workshop***. *Use of icons representing parts of Readers Workshop will provide visual support for learners.*

Work Products: Chart, ***Routines of Reader’s Workshop***

2. Establishing Student Routines for Read-Aloud

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.

ELPBO Listening and Speaking

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Discussing Books

- Give reactions to a book read with backup reasons.
- Listen carefully to each other.
- Relate their contributions to what others have said.
- Ask each other to clarify things they say.
- Use newly learned vocabulary.

Students will understand their responsibilities during read-aloud.

Opening

- Teacher will brainstorm with class ways that they can become better readers by participating constructively in read-aloud.

Work Period

- Teacher will record student responses on chart, *What Do We Do During Read Aloud?* Acting out expected behaviors will help students connect expectations to vocabulary. Possible responses might include:

Sitting quietly
Hands in laps
Legs crossed
Eyes on book
Looking at illustrations
Listening carefully
Wondering

Closing

- Teacher will review chart and reflect with students on constructive and purposeful learning behavior during read-aloud.

Work Products: Attribute chart, *What Do We Do During Read Aloud?*

3. Tools of Readers Workshop

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.

ELPBO Listening and Speaking

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Performance Standards

Speaking and Listening, Standard 1

Talking a Lot

- Talk about their ideas, experiences and feelings.

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Students will identify tools needed for Readers Workshop.

Students will develop a system for using and storing materials.

Opening

- Teacher will read story *Little Red Toolbox* by Stephen Johnson or another story that discusses tools and their use to the class as a read-aloud and guide a discussion on the possible uses for different tools.
- *Teacher will have an assortment of real tools such as eating utensils or household tools with labeled index cards naming the tools.*
- Class will discuss who might use each tool and add name of worker to each tool's name card with teacher support.

Work Period

- Teacher will guide discussion to identify tools that might be used in Readers Workshop such as books, magazines, Reading Folders, Reader's Notebooks, writing utensils, computer.
- Class will create a chart, *Tools for Readers Workshop*. *Digital photos could be used to enhance the chart.*
- Teacher will demonstrate where tools will be stored and establish a routine for distributing and using tools during Readers Workshop.

Closing

- Students will practice retrieving and replacing workshop tools according to classroom procedure.
- Students will discuss the rituals and routines of Readers Workshop and ask any questions they might have or share what they have learned.

Work Products: Attribute chart, *Tools for Readers Workshop*

4. How to Read a Book

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction.
- Be able to follow text with a finger, pointing to each word read.
- Pay attention to what words read are saying.

Students will learn how to hold and use a book as they read books independently at the emergent level.

Opening

- Teacher will explain independent reading procedure to children and read a story to them modeling how they are expected to read independently at the emergent level. Suggested stories that will be engaging to students include *The Very Hungry Caterpillar* or *The Napping House*. Techniques to incorporate include:
 - Holding book right side up
 - Using cover to predict content
 - Turning pages carefully
 - Looking at illustrations and talking about pictures
 - Looking and reading from left to right
 - “Reading” the story using storybook language
 - Reading each page
 - Reading entire book and returning it to correct place

Work Period

- Students will practice reading independently using techniques modeled by the teacher.

Closing

- *Students will share what they have learned about reading independently in whole group using the language frame: “The important thing about the book I read today was.....”*
- Teacher will record responses on chart, *We Can Read Independently*.

Work Products: Attribute chart, *We Can Read Independently*

5. Setting Up Reading Folders

Teacher will need to have folders for each child and a designated storage space in the classroom.

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will understand how to set up and use Reading Folders.

Opening

- Teacher will display a sample Reading Folder with two pockets – one side for the Reader's Notebook and one side for the Assessment Notebook.
- Teacher will model the use of the Assessment Notebook noting that this is where the teacher will keep notes on conferences with each child and their personal goals for becoming better readers. Note: Goals should be highlighted so that they stand out to children.
- Teacher will model the use of the Reader's Notebook noting that it is where students will draw and/or write about books that they read in class. Teacher will model an entry based on a previously read book.
- Teacher will explain where Reading Folders will be located and discuss procedures for retrieving and using them during Readers Workshop.

Work Period

- *Students will practice retrieving and replacing their Reading Folders.*
- Students will personalize their own Reading Folders for use.

Closing

- Students will share personalized Reading Folders and discuss their understanding of how they will be used during Reading Workshop.

Work Products: Student Reading Folders

6. Choosing a Place for Independent Reading

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will practice good reading habits as they increase fluency and comprehension.

Opening

- Teacher will brainstorm with children details about where they like to read.
- Teacher will model thinking aloud about finding a place in the classroom to read.

Work Period

- *Students will look for a place in the room that is their personal reading space and mark that space with a sticky note with their name on it.*

Closing

- Using a predrawn chart of the room, teacher and students will work together to mark each child's designated reading space on the chart.
- Remind students that it will be their job to go to their designated reading space when it is time for independent reading.

Work Products: Classroom reading spaces chart

7. Selecting Books

MA ELA Standards

10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

NCEE Performance Standards

America's Choice Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will develop criteria for selecting books to read independently.

Students will understand that different books serve different purposes.

Opening

- Teacher will introduce a variety of texts to class and model choosing which text to read.
- Teacher will model and engage students in deciding which books might be read for a particular purpose using examples such as text with small pictures, informational text, reference materials.

Work Period

- Students and teacher will make a chart together, *How to Select a Book*
- Teacher will guide students to include the following areas:
 - Why am I picking this book?
 - Who is going to read it?
 - Who is going to listen? (p. 27, Readers Workshop)

Closing

- Teacher and students will discuss and share how they will use the chart, *How to Select A Book*, during independent reading. *Students may use language frame to explain book choice such as "I chose this book because...."*

Work products: Attribute chart, *How to Select a Book*

8. Making Entries in Reader's Notebooks

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

19.3 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning Comprehension

By the end of kindergarten, children should be able to:

- Retell a story in their own words.
- Respond to simple questions about book content.
- Create artwork or written response that shows story comprehension.
- Use knowledge from own experience to make sense of and talk about text.
- Make predictions based on illustrations.

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will learn the procedure for making an entry in their Reader's Notebook.

Opening

- Teacher will select and read engaging text to students and model discussing a favorite part of the story.
- Students will discuss favorite parts of the story with partners. *Teacher will need to be attentive to pairing students in a manner that supports language development.*
- Teacher will demonstrate how to make a Reader's Notebook entry as response to text read or heard.

Work Period

- Students will make an initial entry in Reader's Notebooks as response to story heard.

Closing

- Students will share Reading Notebook entries with whole group.

Work Products: Reading Notebook entries

9. Making Predictions

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Comprehension

By the end of kindergarten, children should be able to:

- Retell a story in their own words.
- Respond to simple questions about book content.
- Create artwork or written response that shows story comprehension.
- Use knowledge from own experience to make sense of and talk about text.
- Make predictions based on illustrations.

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will make predictions about what will happen next in a story.

Opening

- Teacher will model making predictions about text by looking at the cover of a book. Text should have strong story line and rising action such as *Rosie's Walk* by Pat Hutchins.
- Teacher will read a few pages of text and model confirming accuracy of predictions after reading.
- Teacher will continue reading text, stopping at appropriate points in text to predict and confirm accuracy of predictions stressing the strategies of returning to the text to prove predictions.

Work Period

- During independent reading, students will practice predicting and confirming strategies, returning to the text to prove predictions.
- *Students may use language frames such as "I predict that..... or " I made that prediction because....."*

Closing

- Students will discuss and share how they used predicting strategies and how these strategies helped them to understand text.

Work Products: Student's confirmed predictions

10. Reading with a Partner

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Accuracy and Fluency

- Read emergently – “reread” a favorite story recreating text with fluent intonation and phrasing.
- Show an understanding that print controls what is said through verbal statements and occasional pointing.

Reading Standard 3/Reading Habits

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction.
- Be able to follow text with a finger, pointing to each word read.
- Pay attention to what words read are saying.

Students will develop habits and procedures for partner reading during Work Period.

Opening

- *Teacher will prepare digital photos and/or icons ahead of time to show the class examples of partner reading behaviors:*
 - Sitting shoulder to shoulder
 - One child reading, one child listening
 - Two children discussing the books read
- Teacher will explain and demonstrate partner reading behaviors with students.

Work Period

- Students will practice partner reading with a buddy.
- *Students will discuss books read with partner using language frames such as: “I noticed that _____.” or “Next I think _____.”*

Closing

- Teacher and students will post photos and/or icons of partner reading behavior on a chart for reference during partner reading.

Work Products: Chart, *Partner Reading Behaviors*

11. Establishing Routines for Shared Reading

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

8.2 Retell a main event from a story heard or read.

8.3 Ask questions about the important characters, settings, and events.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Discussing Books

- Give reactions to a book read with backup reasons.
- Listen carefully to each other.
- Ask each other to clarify things they say.
- Use newly learned vocabulary.

Students will understand their responsibilities during read-aloud.

Opening

- *Teacher will provide vocabulary support before shared reading so that students will be able to access text and get meaning.*
- Teacher will introduce the routines for Shared Reading with a prepared chart with heading for the components:
 - Finding out about the book
 - Reading the book
 - Discussing the book
 - Revisiting the book

Work Period

- Using a given book of choice for shared reading as a model, teacher and students will discuss and record on chart how they know what the book is about.
- Teacher and students will read the book together with students following along and reading as they are able.
- Teacher and students will discuss the shared reading together and discuss how they figured out hard words or worked on understanding the story better.
- Teacher and students will discuss possible strategies for revisiting the book such as rereading or writing about the book. *Students may use language frames such as “I figured out hard words by.....” or “.....helped me to understand the story.”*

Closing

- Teacher and students will revisit and discuss the chart describing the routines that they will continue to use for Shared Reading.

Work Products: Chart, *Shared Reading Routines*

12. Listening for Rhyming Words

MA ELA Standards

7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated

- understand that a sound is a phoneme, or one distinct sound
- recognize and produce rhyming words

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 1/Print Sound Code

Phonemic Awareness

- Produce rhyming words and recognize pairs of rhyming words

Reading Standard 2/Getting the Meaning

Accuracy and Fluency

- Read emergently – “reread” a favorite story recreating text with fluent intonation and phrasing
- Show an understanding that print controls what is said through verbal statements and occasional pointing

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will identify rhyming words in text.

Opening

- Teacher will revisit Big Book with rhyming words from previous lesson with class and prompt students to retell story.
- Teacher will reread book to class, inviting students to join in.

Work Period

- Teacher will model finding some rhyming words in text and demonstrate separating onset and rhyme so that students can hear rhyme more clearly.
- Students will conduct “rhyme hunt” in which they will signal when they hear the second rhyming word of a rhyming pair in the text.
- If multiple copies of the Big Book are available, students will work in pairs to find rhyming words in the text.

Closing

- Students and teachers will make a list of rhyming words found in the chosen text.

Work Products: List of rhyming words

13. Exploring Word Boundaries

Big Book used should have large print and clear spacing between words.

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

When rereading a familiar book at the end of kindergarten, children should be able to self monitor and correct to determine that:

- They are looking at the correct page.
- They are pointing to the word that they are saying.

Reading Standard 3/Reading Habits

Reading Behaviors

- Be able to follow text with a finger, pointing to each word read.
- Pay attention to what words read are saying.

Students will develop the concept of “word.”

Opening

- Teacher will emphasize the use of “white space” to show the beginning and end of words in text from a previously read Big Book by covering a word with a sticky note and pointing out the white space surrounding the word on both sides.
- *Teacher will demonstrate using hands to make a fence around words.*

Work Period

- Students will work with partners and find words in familiar texts using either sticky notes to mark words or hands to create fences around words.

Closing

- Students will reread familiar Big Book with teacher.
- Individual students will identify words in text and explain how the white space helps them to locate the words.

Work Products: Identified words and spaces

14. Organizing Individual Book Bags

Teacher will need to have individual book bags/bins and several books for each student prepared ahead of time.

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories
- recognize that, in English, print moves left to right across the page and from top to bottom

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

Reading Standard 3/Reading Habits

Reading a Lot

- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will organize personal reading material.

Opening

- Teacher will demonstrate how individual reading materials will be organized using either a book bag, book box, or book bin for each child.
- Teacher will help each child label their book bag or bin.
- Teacher will demonstrate how to take out and return books to book bag or bin.

Work Period

- Students will read independently using books from individual book bag or bin.
- After independent reading, students will practice returning book bags or bins to designated area in classroom.

Closing

- Students will discuss what they have learned about using individual book bags or bins and how they will use their book bags/bins during independent reading.
Language frame “We learned.....” will help students share orally what they have learned.

Work Products: Individual reading bags or bins

15. Activating Prior Knowledge

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Comprehension

By the end of kindergarten, children should be able to:

- Use knowledge from own experience to make sense of and talk about text.
- Make predictions based on illustrations.

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will use prior knowledge to comprehend text.

Opening

- Teacher will model how to use prior knowledge and information gathered from cover of selected text. (Suggestions include *Wemberly Worried* or *Waiting for Wings*.)
- Using shared writing, teacher will record student responses on chart, “**What I Know About....**”
- *Teacher will read text aloud to students, emphasizing where connections occur between prior knowledge and text using language frames such as:*
“That reminds me of _____.”
“I know about that because ____.”
“I remember when _____.”

Work Period

- Students will illustrate one piece of prior information that was found in text.

Closing

- Students will share illustrations of confirmed prior knowledge and indicate where they found information in text.
- Students will review “What I Know About....” chart and discuss how this strategy will help them to understand text.

Work Products: Attribute chart, *What I Know About....*

16. Habits of Good Listeners

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)

ELPBO Listening and Speaking

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

NCEE Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.

Students will recognize the importance of good listening.

Opening

- Teacher will explain to students that they are going to work on ways to become good listeners.
- Teacher will prepare students for a demonstration of ineffective listening behavior and then model not listening well to class.
- Teacher will then model effective listening using such strategies as:
 - Making eye contact
 - Nodding
 - Asking clarifying questions
 - Repeating points to indicate understanding

Work Period

- *Students will work with partners and practice good listening behaviors.*

Closing

- Students will discuss and share strategies for good listening.
- Teacher and students will record strategies on chart, *Good Listening Strategies*.

Work Products: Attribute chart, *Good Listening Strategies*

17. Voice Print Match

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that written words are separated by spaces;
- recognize that sentences in print are made up of separate words.

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Standards

Reading Standard 2: Getting the Meaning

Self Monitoring and Self Correcting Strategies

When rereading a familiar book at the end of kindergarten, children should be able to self monitor and correct to determine that:

- They are looking at the correct page.
- They are pointing to the word that they are saying.
- What they read makes sense.

Students will develop the concept of connecting the written and the spoken word, 1-1.

Opening

- Teacher will introduce a new Big Book to the class and model reading the title word by word.
- Teacher and students will participate in a picture walk through text.
- *Teacher will provide vocabulary support before shared reading so that students will be able to access text and get meaning.*
- Teacher will read Big Book to class pointing to each word as it is read.
- Teacher will introduce premade sentence strips with language from text.
- Teacher will demonstrate reading the sentence strips word by word and then counting the number of words in the sentences.

Work Period

- Students will reread sentence strips, clapping as they read each word.
- Teacher will monitor for accuracy.

Closing

- Class will reread text emergently with teacher modeling fluency and phrasing and pointing to each word as read.

Work Products: Oral reading of sentence strips

18. Recognizing Letters and Sounds

Teacher will need a “letter finder” or “framer” to highlight letters.

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- know that there is a link between letters and sounds.
- recognize letter-sound matches by naming and identifying each letter of the alphabet.
- understand that written words are composed of letters that represent sounds.

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognizes and names most letters.
- Recognizes and says the common sounds of most letters.

Students will identify and locate letter/sound combinations in text.

Opening

- Teacher will reread a familiar Big Book to class.
- Teacher will highlight a target letter/sound that appears several times in the text and model using the letter finder/framer to emphasize the letter and its sound.

Work Period

- Students will use letter finder/framer to emphasize the target letter in other sections of the text.

Closing

- Students and teacher will reread text together emergently.
- Teacher will remind students that letters have sounds and that words are made up of combinations of sounds.

Work Products: Highlighted target letters

19. Using Pictures and Cues for Meaning

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

When rereading a familiar book at the end of kindergarten, children should be able to self monitor and correct to determine that:

- They are looking at the correct page.
- They are pointing to the word that they are saying.
- What they read makes sense.

Students will use pictures and story cues to develop meaning.

Opening

- Teacher will review previously read Big Book and prompt students to think if certain words might be in text based on clues found in illustrations.

Work Period

- Individual students will make attempts to figure out words in text using illustrations as clues.
- Teacher will support attempts at self correcting.
- During independent reading, students will attempt to figure out words using illustrations as clues.

Closing

- Students will share words that they were able to figure out and explain how illustrations helped in understanding text.
- *Students may use language frame "I figured this out by....."*

Work Products: Oral explanations of how words were figured out

20. Good Questions for Book Talk

MA ELA Standards

8.2 Retell a main event from a story heard or read.

8.3 Ask questions about the important characters, settings, and events.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time
- Listen to one or two books read aloud each day and discuss books with teacher guidance
- Reread or read along with two to four familiar books a day
- Engage in reading a variety of genres

Discussing Books

- Give reactions to a book read with backup reasons
- Listen carefully to each other
- Relate their contributions to what others have said
- Ask each other to clarify things they say
- Use newly learned vocabulary

Students will develop and expand repertoire of questions for book talk.

Opening

- After reading a new text to the class, teacher will initiate a discussion of the story using questions such as:
 - What did you like best in the story?
 - What was your favorite part?
 - What did you wonder about while listening to the story?

Work Period

- During partner reading, students will discuss books and develop several good questions to support discussion.
- *Students may use language frames such as “That reminds me of _____.” or “I liked _____.” to enhance discussion.*

Closing

- Students will share good questions for book discussion.
- Teacher will record questions on chart, Good Questions for Book Discussions.

Work Products: Attribute chart, *Good Listening Strategies*

21. What Good Readers Do

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

When rereading a familiar book at the end of kindergarten, children should be able to self monitor and correct to determine that:

- They are looking at the correct page
- They are pointing to the word that they are saying
- What they read makes sense

Students will reflect on and practice strategies for good reading.

Opening

- Teacher will review with class strategies that they have learned that will help them to become good readers.

Work Period

- During independent reading, students will identify strategies that they are using as they read .

Closing

- Students will share good reading strategies and record them with teacher assistance on chart, *Strategies for Good Reading*.
- *Students may use language frame “ helps me to be a better reader.”*

Work Products: Attribute chart, *Strategies for Good Reading*

22. Recognizing Letters and Sounds

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- know that there is a link between letters and sounds
- recognize letter-sound matches by naming and identifying each letter of the alphabet
- understand that written words are composed of letters that represent sounds

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognizes and names most letters.
- Recognizes and says the common sounds of most letters.

Students will develop phonemic awareness while reading text.

Opening

- Teacher will read Big Book to students that contains several clear examples of a targeted letter and sound in text. *Mrs. Wishy Washy* is a suggested text.

Work Period

- Students will indicate when they hear targeted sound with a thumbs up signal during reading of text.
- Individual students will mark targeted letter occurs in text using highlighting tape or sticky notes.

Closing

- Students will share where they found letter in text and when they heard the sound represented by the letter in the text.
- *Students may use language frame “ I found the letter and I heard thesound in this word.”*

Work Products: Marked target letters

23. Listening for Rhyming Words

MA ELA Standards

7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated

- understand that a sound is a phoneme, or one distinct sound
- recognize and produce rhyming words

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 1/Print Sound Code

Phonemic Awareness

- Produce rhyming words and recognize pairs of rhyming words.

Students will listen to and identify rhyming words.

Opening

- Teacher will reread familiar Big Book to class, making sure that selection has several rhyming words.
- Teacher will guide students in retelling of story, stressing what happened first, next, and last

Work Period

- Students will work with partners and identify two rhyming words they remember from hearing the story.

Closing

- Students will share rhyming words they have heard in the story. *They may use the language frame “ and rhyme.”*
- Teacher will record rhyming words on chart, arranging them in columns with the rime written on the top of each row.
- Students will reread rhyming words together with teacher.
- Teacher will remind students that we will add on to the rhyming word chart as we read more texts together.

Work Product: Rhyming word chart

24. Making Reading Sound Like Talk

MA ELA Standards

7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

(Note that Standard 7.10/Fluency Standard occurs at Gr. 3-4 in MA ELA Framework)

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Accuracy and Fluency

- Read Level B books that have been previewed, attending to each word in sequence and getting most correct
- Read emergently – “reread” a favorite story recreating text with fluent intonation and phrasing

Students will listen to their reading and make it sound like talk.

Opening

- Teacher will read familiar text to class, modeling fluent oral reading.

Work Period

- Students will work with partners to practice fluent emergent reading of familiar text.

Closing

- Individual students will read emergently sections of text as fluently as possible to the whole group.
- Students will discuss how they know that they are reading fluently. *They may use the language frame “ I am making my reading sound like talk.”*
- Teacher will stress that fluent reading sounds like talk.

Work Products: Examples of fluent oral reading

25. Text to Self Connections

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

Reading Standard 2: Getting the Meaning

Comprehension

- Use knowledge from own experience to make sense of and talk about text.

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time
- Listen to one or two books read aloud each day and discuss books with teacher guidance
- Reread or read along with two to four familiar books a day
- Engage in reading a variety of genres

Students will connect life experiences with text.

Opening

- Teacher will read a story to class that has a strong story line and experiences that might be familiar to students. Suggestions include *Peter's Chair* or *The Relatives Came*.
- Teacher will stop periodically during reading to note text to self connections.
- *Teacher will model using language frame "A text-to-self connection I made was _____."*
- Teacher will explain that self to text connections help with story comprehension.

Work Period

- Students will work independently and draw/write a text to self connection from the selected text.

Closing

- Individual students will share text to self connections with whole group. *Students may use language frame "This story reminded me of....."*
- Teacher will remind students to continue to use text to self connections during independent reading to help with story comprehension.

Work Products: Oral sharing of text to self connections

26. Discussing Texts

MA ELA Standards

13.5 Restate main ideas and important facts from a text heard or read.

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

Reading Standard 2/Getting the Meaning

Comprehension

By the end of kindergarten, children should be able to:

- Retell a story in their own words
- Respond to simple questions about book content
- Use knowledge from own experience to make sense of and talk about text

Reading Standard 3/Reading Habits

Discussing Books

- Give reactions to a book read with backup reasons
- Listen carefully to each other
- Ask each other to clarify things they say
- Use newly learned vocabulary

Speaking and Listening Standard 1/ Habits

Discussing Books

- Refer explicitly to parts of text when presenting or defending a claim
- Ask each other questions that seek elaboration and justification
- Retell or summarize the story
- Describe in their own words new information they have gained from text

Students will develop strategies for discussing texts.

Opening

- Teacher will read book that has a strong story line and conflict in story to students. Suggested titles include *Wemberly Worried* or *Ticky Tacky Doll*.
- *Teacher will model discussing feelings about book and giving examples from the book to support discussion, using language frames will help students discuss what they notice such as*

“I noticed that _____.”

“Once I was upset about _____.”

“I felt better when _____.”

Work Period

- Students will work together with partners and discuss how they felt about the book, using examples from the text to support position.

Closing

- Individual students will use good reading strategies by sharing how they felt about the story using examples from text.

Work Products: Oral examples from text to support positions

27. Recognizing Letters and Sounds

MA ELA Standards

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

- know that there is a link between letters and sounds
- recognize letter-sound matches by naming and identifying each letter of the alphabet
- understand that written words are composed of letters that represent sounds
- use letter-sound matches to decode simple words

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

America's Choice Standards/Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognizes and names most letters
- Recognizes and says the common sounds of most letters
- Writes a letter that goes with a spoken sound
- Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence

Students will identify letter/sound combinations in shared reading text.

Opening

- Teacher will select a Big Book to read to class and select a letter-sound combination found in text to focus on during class.
- *Teacher will conduct picture walk to introduce main idea of text and text related vocabulary.*
- Teacher will identify letter-sound combination to find in text.

Work Period

- Students will identify given letter sound combinations found in text using highlighting tape or letter framers.

Closing

- Teacher will discuss with students how letters make sounds and sounds make words.
- Teacher and students will reread text together stressing fluency and phrasing.

Work Products: Identified letter sound combinations

28. Reading Punctuation

Teacher will need to select a text with a variety of punctuation to read to class.

MA ELA Standards

22.2 Use correct standard English mechanics such as:

- using appropriate end marks such as periods and question marks.

(Note that Standard 22.2/Conventions occurs at Gr. 1-2 in MA ELA Framework)

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

America's Choice Performance Standards

Reading Standard 2/Getting the Meaning

Accuracy and Fluency

- Read Level B books that have been previewed, attending to each word in sequence and getting most correct
- Read emergently – “reread” a favorite story recreating text with fluent intonation and phrasing
- Show an understanding that print controls what is said through verbal statements and occasional pointing

Students will use punctuation to develop fluency and phrasing in reading.

Opening

- *Teacher will review a previously read text with class, providing language support by reviewing illustrations in text and giving students time to think before being asked to remember text.*
- Teacher will note how the author uses punctuation as clues to help readers know how to read text.
- Teacher will explain and model how a reader's voice changes based on the use of a period, a question mark, an exclamation mark, and a comma.

Work Period

- Students will practice reading the given text orally at the emergent level using voice changes as indicated by punctuation.

Closing

- Teacher will guide students in creating an attribute chart, ***Reading the Clues***, that will indicate how voices change based on punctuation. (p. 69, First 30 Days, Readers Workshop, America's Choice.)

Work Products: Attribute chart, ***Reading the Clues***

29. Rereading for Meaning

Teacher will need to preview text and select passage to use for modeling.

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Standards

Self Monitoring and Self Correcting Strategies

When rereading a familiar book at the end of kindergarten, children should be able to self monitor and correct to determine that:

- They are looking at the correct page.
- They are pointing to the word that they are saying.
- What they read makes sense.

Students will reread as a strategy to develop meaning.

Opening

- Teacher will read a selection from a familiar text and model getting distracted from reading by personal experience connected to the text.
- Teacher will explain and model how rereading can help to maintain focus and understanding.

Work Period

- Teacher will reread familiar text to class, stopping periodically to check in with students for understanding.
- Students will discuss their understanding of the story at each point. *Students may use language frames such as “ I know what happened because.....” or “In this part of the story,”*

Closing

- Students will share points in the story when they might have been distracted and explain how rereading can help to maintain focus and understanding.
- *Students may use language frames such as:*
“We talked about _____.”
“We stopped and discussed _____.”

Work Products: Shared discussion points

30. Practicing Good Reading Habits

MA ELA Standards

7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

(Note that Standard 7.10/Fluency Standard occurs at Gr. 3-4 in MA ELA Framework)

ELPBO R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

NCEE Performance Standards

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will increase fluency during independent reading.

Opening

- Teacher will circulate during independent reading and note good reading habits.
- Teacher will share good reading habits noted with students.

Work Period

- Students will share successes and concerns about independent reading. *Students may use language frames such as “ I do well” or “ I need to practice..... ”*

Closing

- Teacher will record student comments on chart, *Good Reading Habits*.

Work Products: Attribute chart, *Good Reading Habits*

Artifacts for 1st 30 Days, Readers Workshop, K

The implementation of the 1st 30 Days Reader's Workshop in K will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.

Each classroom should have the following tools:

Individual Reading Bags or Bins
Student Reading Folders
Student Reading Notebooks
Chart designating individual classroom reading spaces
Word Wall
List of Rhyming Words
Sentence Strips
Word/letter Framers
Post Its/Highlighting Tape

The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:

Routines of Reader's Workshop
What Do We Do During Read Aloud?
Tools for Readers Workshop
We Can Read Independently
How to Select a Book
Partner Reading Behaviors
Shared Reading Routines
Strategies for Good Reading
Good Listening Strategies
What I Know About....
Reading the Clues
Good Reading Habits

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