

Curriculum Map

*The First Thirty Days
Readers Workshop
Kindergarten*

Revised 2011

Holyoke Public Schools

prepared by

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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 and WIDA English Language Proficiency Standards PreKindergarten through Grade 5

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.
- 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.

MA Curriculum Frameworks/ ELA Standards, 2011

First Thirty Days, Readers Workshop, K

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

MA.8.A Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words and phrases.

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

Writing Standards Pre-K–5 (W)

Kindergartners:

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening Standards (SL)

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards Pre-K–5 (L)

Kindergartners:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

WIDA English Language Proficiency Standards for Kindergarten

WIDA - World Class Instructional Design and Assessment - has developed Performance Definitions for levels of English language proficiency in the areas of Listening, Speaking, Reading and Writing that outline the progression of language development in the acquisition of English as an additional language from Level 1, Entering the Process, to Level 6, Reaching Proficiency. WIDA Standards include standards for social and instructional language proficiency as well as content area standards.

Please refer to *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* for more detailed information on each level as described below:

- **Level 1 Entering**
- **Level 2 Beginning**
- **Level 3 Developing**
- **Level 4 Expanding**
- **Level 5 Bridging**
- **Level 6 Reaching**

The following WIDA Standards relate to the learning activities in this curriculum map and are included to help with lesson planning to assure access to the curriculum for our ELL students.

WIDA English Language Proficiency Standards Kindergarten 2007 Listening/Concepts About Print

Level 1 Entering

Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands

Level 2 Beginning

Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands

Level 3 Developing

Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

Level 4 Expanding

Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

**WIDA English Language Proficiency Standards Kindergarten
2007
Speaking**

Level 1 Entering

Social Behavior

Repeat polite words or expressions when modeled (e.g., “Please” and “Thank you”) in short dialogues

Nursery Rhymes

Repeat key words in rhymes from picture cues in a whole group

Rhyme

Repeat words or phrases from rhymes supported by illustrations

Level 2 Beginning

Social Behavior

Make polite requests from models or gestures (e.g., “Please sit down.”)

Nursery Rhymes

Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group

Rhyme

Complete phrases from rhymes supported by illustrated models

Level 3 Developing

Social Behavior

Use polite language in conversations (e.g., role play, telephone talk)

Nursery Rhymes

Rehearse short rhymes using gestures from picture cues in whole or small groups

Rhyme

Describe persons or events in rhymes supported by illustrations

Level 4 Expanding

Social Behavior

Give compliments, offer apologies or express gratitude within conversations

Nursery Rhymes

Complete short rhymes using gestures from picture cues in whole or small groups

Rhyme

Discuss what happens (plot or events) in rhymes supported by illustrations

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Nursery Rhymes

Recite rhymes using gestures from memory in whole or small groups supported by illustrations

Rhymes

Paraphrase rhymes supported by illustrations

**WIDA English Language Proficiency Standards Kindergarten
2007
Reading**

Level 1 Entering

Classroom

Pair shapes of words related to illustrated classroom objects with print versions

Same & different

Match pictures and icons with those that are the same with a partner

Forms of print

Distinguish between illustrated examples of print and non-print

Level 2 Beginning

Classroom

Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., “Here is a picture with a word inside. Find the same word.”)

Same & different

Sort pictures and icons that are the same or different with a partner

Forms of print

Match illustrated examples of the same form of print (e.g., two signs, two magazines)

Level 3 Developing

Classroom

Associate initial sounds or letters of illustrated classroom objects with words in print

Same & different

Classify illustrated words that are the same or different with a partner

Forms of print

Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)

Level 4 Expanding

Classroom

Distinguish letters, words and sentences in illustrated classroom scenes

Same & different Identify letters in illustrated words that are the same or different with a partner

Forms of print

Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms

Level 5 Bridging

Classroom

Identify words or phrases within illustrated classroom scenes

Same & different Point out features of words that are the same and different with a partner (e.g., capital v. lower case letters)

Forms of print

Find elements of print in different forms (e.g., the same word in different fonts)

**WIDA English Language Proficiency Standards Kindergarten
2007**

Writing

Level 1 Entering

Routines/ Social and Instructional Language

Trace, copy or depict daily routines in drawings

Sounds & Symbols

Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough)

Environmental Print

Draw or trace examples of environmental print (e.g., from foods or clothes)

Level 2 Beginning

Routines/ Social and Instructional Language

Reproduce initial letters associated with daily routines from labeled drawings or illustrated models

Sounds & Symbols

Reproduce symbols or letters from models using realia (e.g., straws)

Environmental Print

Copy examples of environmental print from labeled icons or objects

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

Sounds & Symbols

Trace symbols or letters associated with pictures or realia

Environmental Print

Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ = sun)

Level 4 Expanding

Routines/ Social and Instructional Language

Describe daily routines from illustrated models using words and phrases with invented spellings

Sounds & Symbols

Copy symbols or letters of beginning sounds from labeled pictures in context

Environmental Print

List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings

Level 5 Bridging

Routines/ Social and Instructional Language

Compose notes about daily routines using phrases or short sentences with invented spelling

Sounds & Symbols

Produce letters of beginning sounds from pictures in context

Environmental Print

Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings

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, read aloud/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. 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

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

Speaking and Listening Standards (SL)

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

WIDA ELL Standards/Writing

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

Level 4 Expanding

Routines/ Social and Instructional Language

Describe daily routines from illustrated models using words and phrases with invented spellings

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

Speaking and Listening Standards (SL)

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

WIDA ELL Standards/Writing

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

Level 4 Expanding

Routines/ Social and Instructional Language

Describe daily routines from illustrated models using words and phrases with invented spellings

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

Speaking and Listening Standards (SL)

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

WIDA ELL Standards/Writing

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

Level 4 Expanding

Routines/ Social and Instructional Language

Describe daily routines from illustrated models using words and phrases with invented spellings

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 the use of tools 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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

WIDA ELL Standards/Concepts of Print

Level 1 Entering

Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands

Level 2 Beginning

Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands

Level 3 Developing

Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

WIDA ELL Standards/Writing

Level 1 Entering

Routines/ Social and Instructional Language

Trace, copy or depict daily routines in drawings

Level 2 Beginning

Routines/ Social and Instructional Language

Reproduce initial letters associated with daily routines from labeled drawings or illustrated models

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

WIDA ELL Standards/Writing

Level 1 Entering

Routines/ Social and Instructional Language

Trace, copy or depict daily routines in drawings

Level 2 Beginning

Routines/ Social and Instructional Language

Reproduce initial letters associated with daily routines from labeled drawings or illustrated models

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

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

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Concepts of Print

Level 3 Developing

Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

Level 4 Expanding

Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Writing Standards Pre-K–5 (W)

Kindergartners:

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

WIDA ELL Standards/Writing

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

Level 4 Expanding

Routines/ Social and Instructional Language

Describe daily routines from illustrated models using words and phrases with invented spellings

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

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
4. With prompting and support, retell familiar stories, including key details.
5. With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

WIDA ELL Standards/Concepts of Print

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

Level 4 Expanding

Routines/ Social and Instructional Language

Describe daily routines from illustrated models using words and phrases with invented spellings

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

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

MA.8.A Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words and phrases.

WIDA ELL Standards

Level 1 Entering

Rhyme

Repeat words or phrases from rhymes supported by illustrations

Level 2 Beginning

Rhyme

Complete phrases from rhymes supported by illustrated models

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

WIDA ELL Standards

Level 3 Developing

Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

WIDA ELL Standards/Writing

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

Level 4 Expanding

Routines/ Social and Instructional Language

Describe daily routines from illustrated models using words and phrases with invented spellings

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

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Speaking and Listening Standards (SL)

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Speaking

Level 3 Developing

Social Behavior

Use polite language in conversations (e.g., role play, telephone talk)

Level 4 Expanding

Social Behavior

Give compliments, offer apologies or express gratitude within conversations

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.

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- **WIDA ELL Standards/**

- **Level 2 Beginning**

- Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands

- **Level 3 Developing**

- Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

- **Level 4 Expanding**

- Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions

- **Level 5 Bridging**

- Match illustrations to oral reading of related sentences or short stories

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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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

WIDA ELL Standards/Concepts of Print

Level 3 Developing

Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

Level 4 Expanding

Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions

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

Reading Standards for Literature (RL)

Kindergarteners

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

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20. Good Questions for Book Talk

MA ELA Standards

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

WIDA ELL Standards/Concepts of Print

Level 3 Developing

Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

Level 4 Expanding

Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.

WIDA ELL Standards

Level 1 Entering

Rhyme

Repeat words or phrases from rhymes supported by illustrations

Level 2 Beginning

Rhyme

Complete phrases from rhymes supported by illustrated models

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

Reading Standards for Literature (RL)

Kindergarteners

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Concepts of Print

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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
Reading Standards for Literature (RL)
Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet

WIDA ELL Standards/Concepts About Print

Level 4 Expanding

Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
-
- **WIDA ELL Standards/Concepts of Print**
- **Level 3 Developing**
- Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions
- **Level 4 Expanding**
- Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions
- **Level 5 Bridging**
- Match illustrations to oral reading of related sentences or short stories

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

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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

Reading Standards for Literature (RL)

Kindergarteners

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

WIDA ELL Standards/Reading

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

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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Literacy Workshop, K, El Paso Public Schools
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